

National Parent-Teacher

THE P.T.A. MAGAZINE

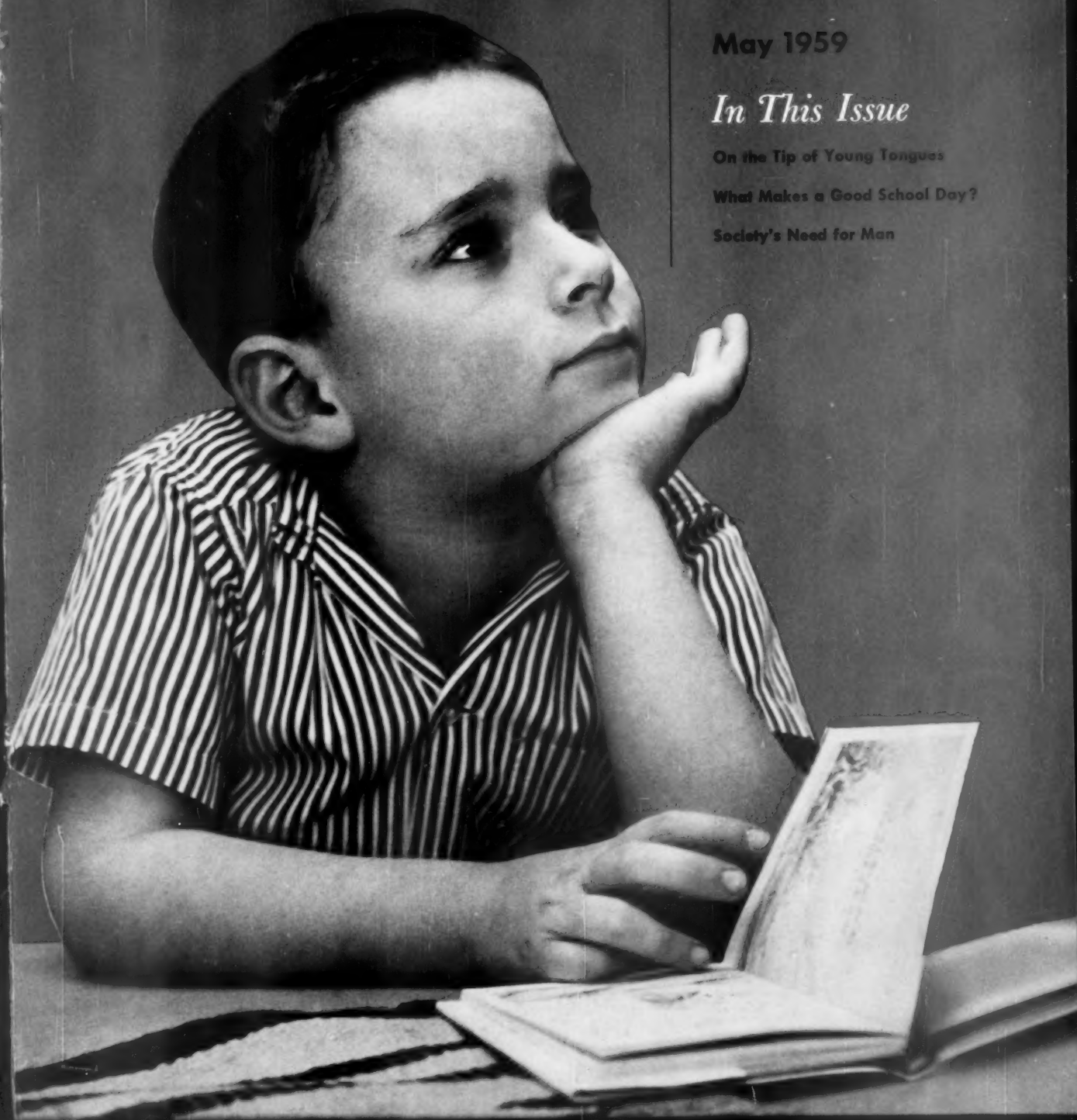
May 1959

In This Issue

On the Tip of Young Tongues

What Makes a Good School Day?

Society's Need for Man



Objects of the National Congress of Parents and Teachers



To promote the welfare of children and youth in home, school, church, and community.

To raise the standards of home life.

To secure adequate laws for the care and protection of children and youth.

To bring into closer relation the home and the school, that parents and teachers may cooperate intelligently in the training of the child.

To develop between educators and the general public such united efforts as will secure for every child the highest advantages in physical, mental, social, and spiritual education.

Membership
of the National
Congress
of Parents and
Teachers, as of
April 15, 1958, is
11,018,156

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On March 18 Mrs. James C. Parker, president of the National Congress of Parents and Teachers, presented life memberships in the organization to the President and Mrs. Eisenhower. Here the two gracious ladies smilingly hold up Mrs. Eisenhower's certificate of life membership. The President was unable to attend the ceremony because he was engaged that day in signing the Hawaii statehood bill.

THE WHITE HOUSE
WASHINGTON
March 18, 1959

Dear Mrs. Parker,

Thank you so very much for coming to the White House this morning and presenting to me the President's and my Life Membership Citations of the National Congress of Parents and Teachers.

These certificates are truly handsome, and I will see to it that the President receives his Citation, together with his card and pin. I, too, shall treasure my membership card, and hope to wear my pin should I ever visit our grandchildren's school.

It was good meeting you today -- I enjoyed our brief visit very much. I hope you will express the President's and my warmest appreciation to all the members of your organization.

Sincerely,

Mamie Eisenhower

Mrs. James C. Parker
Office of the President
National Congress of Parents and Teachers
700 North Rush Street
Chicago 11, Illinois

The Race We Dare Not Lose



The President's Message

FROM EVERY PART OF THE COUNTRY, from distant Alaska, from Hawaii in the far Pacific, from American bases across the wide Atlantic, P.T.A. delegates will gather in Denver on May 17 for the annual convention of the National Congress of Parents and Teachers.

Our convention program, focused on "The Family and the Growing Personality," has been designed to further the development of our Action Program: "Strengthening the Home, Source of Our Nation's Greatness." Over the months as we worked on convention plans, the daily newspaper headlines have kept us intensely aware of the urgency and importance of our Action Program. Once again this nation and the free world have been confronted with a Communist-made crisis—this time with the threat of a "showdown" unless we withdraw from West Berlin, leaving its two million people defenseless against Communist domination.

As I write these lines, the firm unity of our country and our allies has forced the Soviet Union to lift its arrogant ultimatum, with the deadline date of May 26. But the danger is not really averted. The date line for the Communist assault on human freedom and dignity is every day and everywhere. The tactics of the assault may vary; they may even include a bid for cooperation and "peaceful coexistence," if this seems expedient. Yet the assault, now overt, now concealed, never ends.

In a world made dangerous and unpredictable by an insidious force, we face an enormous and complicated task as citizens, parents, and teachers. Military and economic strength our nation must assuredly have. But spiritual strength and moral and intellectual excellence are no less necessary to sustain us in the long struggle against Communism. In recent years it has been said repeatedly, and rightly, that education is our nation's first line of defense. What we have failed to underscore, however, is that this first line of defense has its anchor and base in the home. For that is where education begins.

We cannot say too often or too emphatically that the school which makes the deepest and most enduring imprint on a child's life and character is his home. Citizenship education cannot—in fact, does

not—wait until the child embarks upon formal schooling. The home shapes the future citizen. It builds, or fails to build, the healthy personality that can endure the tensions of the cold war and firmly resist the blustering threats, the blandishments, and even the brainwashings of Communism.

TODAY WE ARE ENGAGED, as we should be, in a tremendous nation-wide effort to improve our schools. But unless our efforts extend to the improvement of our children's first and most important schools, their homes, are we not being unrealistic and ineffective? Our boys and girls are not delivered as raw materials at the school door. They are already products—products of five or six years of processing in their homes. If the growing personality has been stunted or twisted, can we hope that the school will repair the damage? "As our great cities have learned to their sorrow," says the Rockefeller Report on education, "if the community delivers warped, criminal, or intractable boys or girls there is little the school can do to save itself from havoc." What the school can do for boys and girls, we must recognize, is limited by what the home has already done, or failed to do, to the growing personality. The quality of our homes, then, is crucial.

H. G. Wells, you will recall, said that our age is involved in a race between education and catastrophe. Today it is unmistakably clear that the race begins where education begins—in the home. Without millions of homes in which democracy's values are cherished and lived every day, we cannot expect children to grow into the democratic tradition. We cannot expect them to attain adulthood with the convictions and faith upon which responsible citizenship depends.

This is a race we dare not lose. Our resolve to win it is affirmed in our Action Program: "Strengthening the Home, Source of Our Nation's Greatness." At Denver, we shall gird our hearts and minds for the work ahead.

Karl R. Barker

President, National Congress of Parents and Teachers

"The poor gentleman doesn't understand English, so we'll have to learn his language," says the teacher to the elementary school children of El Paso, Texas. And, surprisingly enough, that is precisely what they do!

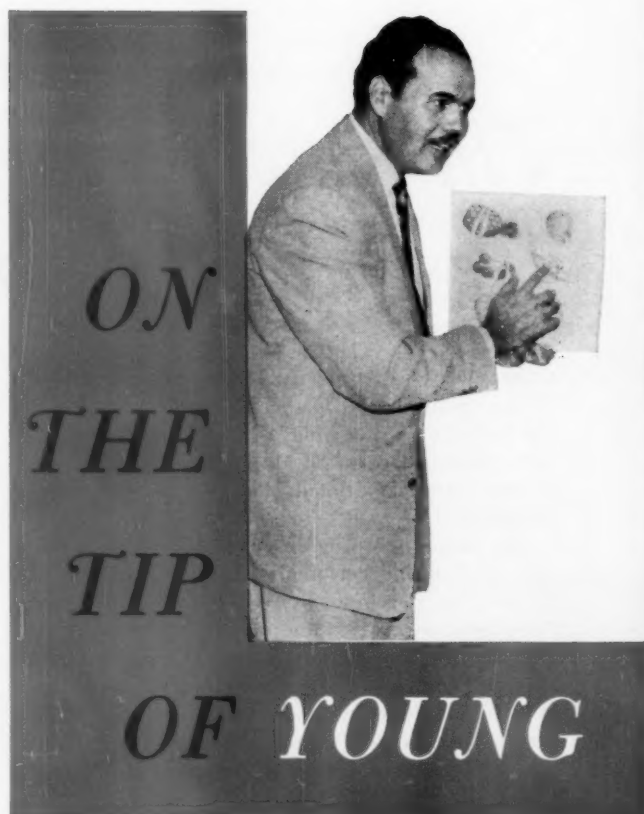
RUTH MORGAN

YOU REMEMBER Mark Twain's pretended surprise when, in France, he found even the little children able to speak French. Today in this country he'd be still more surprised, for American moppets by the thousands are now learning to speak a second language. You can hear the awesome babble of French, Spanish, German, Italian—even Russian—flooding many of the nation's elementary classrooms. Visit them and youngsters will greet you with a spontaneous "Buenos días!" or a hearty "Zdrastvuyte" (the Russian "hello")!

These fledgling linguists are unwittingly demonstrating one of education's most spectacular advances in many years. After careful sifting of the evidence, psychologists now know that early childhood is the most favorable time for learning a foreign language. In fact, they find that the ideal learner is the four-year-old, and his exceptional built-in gift for languages lasts until around age ten. During these years the child is a perfect mime and, repeatedly exposed to a foreign tongue, he learns to speak it by ear as naturally as he learns to speak his own. His vocal organs also have an easy plasticity that is the envy of the adult learner of languages.

But the fluent parroting of foreign words is by no means the whole story. If foreign language study is to bring international understanding, authorities emphasize, the child must become aware of the culture represented. Consequently a qualified teacher—ideally, one who is teaching his native tongue—presents language as a significant and inseparable part of that foreign culture.

To see how this works, visit one of the nation's earliest and most influential programs—that of El Paso, Texas, where each lesson is a real experience in Spanish language and culture. The regular first-grade teacher admonishes you to stand well to the back of the room, for the approaching period is likely to be a lively one. This is a clue: Speech will be linked with action. The unsuspecting children awaiting their first Spanish lesson are merely told, "A gentleman is coming to visit us. His name is Señor Rivera. He understands very little English and cannot speak it at all." This is the last time you will hear your native tongue for twenty minutes.



Winning Entry

The next sound is a loud knock at the open door, where all eyes quickly focus. A soft-spoken "Pase usted" is heard. It is repeated distinctly. Then appears a handsome, dark-eyed young man, who hesitates in the doorway, obviously wanting to come in but reluctant to do so until invited. Gesticulating and smiling, he repeats the phrase until the class comprehends. Then, remembering that *el señor* speaks no English, youngsters gleefully proffer their invitation in the stranger's own terms: "Pase usted." The Spanish-speaking teacher has triggered his first automatic response and drawn an answer in his native tongue. Señor Rivera is "in."

El señor greets the class. "Buenos días, niños." No response. He goes back to the door, enters again, shakes hands with several of the youngsters, repeats his greeting. He then greets the classroom teacher, who has a copy of the lesson in English. She answers as best she can. Soon the spirit of the phrase is catching, and the class answers in unison, "Buenos días, Señor Rivera."

Then comes an exchange of names. Again the class, fascinated by the visitor's gestures, quickly catches his meaning. As *niños* learn each other's Spanish



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names—María, Juan, Pedro, and so on—the room reverberates with introductions. Get-Acquainted Day bursts into full swing with dramatic salutations and presentations in the grand manner of Spain. To the obvious displeasure of the children, the period ends abruptly. In the midst of a hearty chorus of "Hasta mañana!" the teacher departs, taking with him his smiles, grimaces, and gestures—the only tools he has.

The total response of the children is likely to be your most striking observation. It is obvious that their quick reaction to the stimuli stems from thinking directly in the new language. Their very first lesson has taught—as do all subsequent ones—the "how" rather than the infinitely more painful "why." It has never occurred to them that they are learning a lesson. And they can't wait for *el señor* to return.

The twenty-minute period just witnessed—held biweekly—follows much the same procedure as that initiated by Carlos Rivera in 1951, when El Paso, with its bilingual population, pioneered the Spanish program in the hope of lessening cultural tensions. Each year, as the experiment proved its worth, the program expanded to include the next grade. "But," Rivera emphasizes, "our pioneering in this field is still in a state of becoming."

This is largely true of the nation's entire

F.L.E.S. movement (Foreign Language in Elementary Schools). With the good news about the fluency of young tongues spreading swiftly from one community to another, the start-'em-early plan has outraced statistics. Here, however, is one measure of its growth. In 1952 less than ninety communities offered a foreign language in their elementary schools; today the program extends to more than five hundred city systems in forty-four states and Washington, D. C.

While these programs vary, they all have in common the direct, natural method of teaching youngsters to speak a second language just as they learned their mother tongue—simply by using it. Consequently their success or failure rests directly with the teacher. As the Modern Language Association helps the nation's elementary schools gear for language study, it cautions communities to restrict such programs to teachers who have a flawless pronunciation, a love of children, and the capacity for hard work. According to the M.L.A.'s Kenneth Mildenerger, El Paso's Carlos Rivera fills the bill.

It was lucky for El Paso's then superintendent of schools that, in 1951, Carlos Rivera happened to be visiting his native city. The local press, no worshipper of tradition, was taunting the schools with a question nobody could answer—except maybe a linguist. Why was it that only the Spanish-speaking children in the schools were becoming bilingual? What was wrong with the English-speaking children? Weren't they equally intelligent?

Words in Their Ears

Just returned from teaching German in the University of Heidelberg and Spanish in the University of Pennsylvania, Rivera had also enjoyed an unusual experience in teaching young children. While studying at the University of Paris in 1945, he had accepted a hectic job no other student wanted—teaching French to the children of Spanish refugees then pouring into Paris. Quickly preparing these displaced *niños* for their first French schools, the teacher threw all traditional instruction overboard and taught them simply by ear. "Within weeks," he now told El Paso's superintendent, "my little Spaniards put to shame everything I had achieved with college students." Though foreign language classes for moppets were rare at the time, Rivera talked the superintendent into letting him experiment, and the next fall he began by knocking on the doors of all first-grade classrooms. El Paso had twenty-five.

Having engaged pupil enthusiasm from the first, Rivera has little trouble in maintaining it. As a Yale professor of languages said of him, "Rivera is an actor of his native tongue. His whole behavior conforms to his native pattern." Repeatedly he brings fun and adventure into the classroom merely by interpreting the familiar in new terms—through pantomime, choral responses, games, and dialogues. In



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general, however, Carlos Rivera insists upon a well-grounded method of presenting sound associations with each successive unit of words. With big, brightly colored pictures of homes, families, flowers, foods, pets, and so on through the whole range of the familiar, he helps the children relate the object to its name. Not until one word unit is completely mastered does *el señor* proceed to the next group.

Rivera strives for the mastery of phrases and simple sentences rather than single words, however. Holding up a picture of a woman, he may inquire, "Este es un padre?" Or he innocently asks, "Servimos azúcar en los huevos?" (Shall we serve sugar on our eggs?) His alert little hosts rise quickly to his bait, and, because *el señor* understands nothing less than the full reply, they answer with whole sentences modeled after his. "No es un padre" will come the quick answer. "Esta es una madre."

Counting on the first three grades for faithful mimicry, Rivera sticks wholly to conversational Spanish, introduces no printed word until later. To everybody's surprise but the teacher's, pupils achieve a vocabulary of 650 Spanish words and phrases the first year—only about 100 fewer new words than most first-graders are expected to learn in English. By the fourth grade, when lessons are lengthened to thirty minutes, children are ready to see the words they already know by ear, and Rivera writes them on the blackboard. In the fourth grade, when they begin writing English, pupils start to write Spanish sentences of their own free choice.

Testing his sixth-graders recently, Rivera found they had the Spanish vocabulary of children in Mexico's fourth grade. "Not ideal," he smiles, "but gratifying." Other linguists, considering this achievement a miracle on a biweekly schedule of thirty minutes a day, attribute it in part to the one principle that governs all Rivera's teaching. Not a word of English is "understood."

His success with achieving "Spanish only" can be judged by remarks reaching parents: "*El señor* Rivera

is a lot of fun," one child told his mother, "but he's pretty dumb. He can't speak a word of English." Later in the year the same child reported that his class was finally teaching *el señor* some English. Rivera had used the term "hot cakes" in class. It has no Spanish equivalent.

Border Patterns

El Paso's border location provides an opportunity for firsthand knowledge of Mexican culture, and Rivera makes sure that his children use it. With their mothers providing transportation, the teacher carries out exchange visits between the elementary schools of El Paso and those of Juárez, Mexico, just across the Rio Grande. Mexican teachers warm to the idea, and youngsters of both school systems share each others' fiestas and holidays. The Christmas season offers both an American Christmas tree and the traditional Mexican *piñata*, not to mention the singing of carols in both English and Spanish. Later all the children make valentines—*con mucho amor* for *papa* and *mama*.

As Rivera hoped, the youngsters' widened cultural horizons show up in their social studies. In one class, for example, a ten-year-old recently volunteered that El Paso means "the pass" and then pointed out that early Spanish explorers had searched for hundreds of miles to find a breakthrough in the nearby mountains. One imaginative child, learning in Spanish class that Cortés brought the first horses into Mexico in 1590, startled his history teacher by undertaking an outside project on the history of the horse. In the search for facts the child dug into Spanish as well as English readers. In common with more experienced historians, he concluded that the horse played a key role in the Spanish conquest.

But the values Rivera prizes most highly have to do with a child's new understanding of his neighbor. The Spanish-speaking pupils—usually three or four in each class—assume new status. Rivera calls them his "little helpers," and for the first time they feel secure, with something to offer that the English-speaking child both likes and understands. Not long ago a Mexican boy invited an "Anglo" youngster to his home for a freshly made tortilla, and the young visitor experienced at first hand the Spanish hospitality expressed so warmly in the idiom, "Mi casa es suya." (My house is yours.) As Rivera points out, children can understand each other much better than adults can ever understand adults—or children. The personal approach to language, he claims, through the use of idioms and colloquialisms, conveys an intimate knowledge of how people think and feel. "This human element in language instruction has evaded us too long," he says. "It lies waiting in open young minds—and on the tip of young tongues."

Inevitably this corps of young bilinguals persuaded mothers and fathers to cross the major barrier of the

border—that of language. With parents requesting classes, Rivera began teaching groups of mothers, *mamacitas*, in almost every school district and, in the evenings, started downtown classes for fathers. Then he began conducting biweekly classes over TV.

Taking on twelve hundred first-graders single-handed had been hard enough, especially since he had to create his own instruction materials, but with the extension of Spanish to each additional grade, Rivera began to suffer an annual headache—trying to find enough qualified teachers to help him. By the time his program had grown upward as far as the fifth grade, he was doing more running than teaching. At this point, trying to be helpful and with no realization of Rivera's perfectionist requirements, the school administrators turned his program over to the already overburdened classroom teachers—lock, stock, and barrel. And at the end of that year, a new administration, aiming to cut school costs, slashed all “frills” from the curriculum, including Spanish. Rivera began job hunting.

March of the Mamacitas

But the new administration had reckoned without parents. Rivera's loyal *mamacitas* had plenty to say. Joined by the fathers and backed by the local press, they rose up to give the school board pause.

Even if they did appropriate the necessary funds for Spanish, the board countered, there was not enough time in the school day for it. Stubbornly the *mamacitas* insisted that the school send a questionnaire to pupils' homes to determine how many youngsters would sign up for after-school classes. Everybody, even Rivera, was astonished that ten thousand children—one third of the school's elementary population—said they wanted Spanish, even if it were given after school hours. The local press emphasized the demand, and public pressure triumphed.

As Rivera points out, “This grass-roots victory was more than a mere local phenomenon.” He appears to be right. At least, to prove his point he cites such examples as these: First, in the Schenectady area a 6:30 A.M. TV program on *scientific* Russian attracted an active student list of four thousand, some of them as young as seven years old. Two years ago Alexandria, Virginia, experimented with French in two elementary schools. The next year the authorities had to offer it in seventeen. Rivera beams, “There's an insatiable demand. Communities will find a way.”

No man to miss his chances, Rivera now found his way with fresh zest. He sought teachers through newspaper appeals, and was amazed to find a host of candidates attracted by a part-time afternoon job. Practically all were college graduates—retired Mexican teachers from Juárez, bilingual wives of El Paso businessmen, army wives from nearby Fort Bliss, and a few top-flight Spanish majors from El Paso's Texas Western College. Selecting the best qualified, Rivera

trained them in his methods, wrote manuals to assure some uniformity.

El Paso was fortunate in this respect. Normally, according to the M.L.A., the problem of finding teachers who are skilled linguists is one of the toughest for any community desiring a language program. Some, like Schenectady, New York, and Detroit, have partially solved the problem by putting one able French and one able German teacher on television and radio respectively. Meanwhile, alerted to the need, universities are expanding their language programs especially for elementary teachers. And in helping train teachers, probably no person in the nation has had wider influence on method than Carlos Rivera. Teachers of every language from French to Japanese and from well-nigh every nation have called at El Paso merely to observe his ideas in action because his methods are applicable to any language.

Rivera's manuals, now prepared for every grade level, are in wide use not only in this country but abroad. Realistically, however, the teacher plumps not for Spanish in particular but for languages. “French is more logical for some communities, German for others, and Russian for still others,” he says. “The important thing is not which language to begin with, but that a beginning be made.”

The Lure of Language Lingers

Though El Paso's language enthusiasts had been through every experience common to such community-wide experiments, nobody pretends that everything has ended perfectly. Both advantages and disadvantages accrue to its after-school program. Spanish has to compete with everything from music lessons to Little League baseball. Regular classroom teachers have to vacate their rooms on the stroke of three o'clock. Still, the advantages compensate for the inconveniences. First of all, the three o'clock hour attracts teachers of quality who might otherwise not be interested. Too, only children who are genuinely interested are enrolled.

Often called on to defend the fact that the child's painless learning of a second language is no guarantee that he will retain it, Rivera has this to say: “Offered continuity, the student will go on with the pursuit. Since complete mastery of Spanish is our objective, a sizable vocabulary affords the best possible base for advanced study of linguistic structure.” With a disarming smile he ends his defense, “I'll stake my professional reputation on the statement that our students will enroll in high school Spanish because they like it.”

Ruth Morgan—housewife, mother, and today a free-lance writer—has always been, in her words, “excessively given to good causes.” As founder of the Friends of the Dallas Public Library, she worked with teachers and librarians. Through them she learned of El Paso's pioneering Spanish program.

David Ray Meek, two and a half, in his iron lung at Rancho Los Amigos, the Respiratory and Rehabilitation Center at Honda, California, supported by March of Dimes funds.



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LET'S Finish the Fight AGAINST

TO THE READERS OF THIS MAGAZINE the fact that there is still grave danger from polio may come as a surprise. Undoubtedly your children have been vaccinated. They have had their three basic shots of Salk vaccine and perhaps a booster shot. The children they play with are similarly protected. Nevertheless studies and surveys show that many of you have not yet taken all the precautions necessary to protect *even your own family*. Your community, like most communities, may still be ripe for an epidemic.

For example, has your baby been vaccinated? Infants under one year of age were the principal victims of the 1958 polio epidemics. More than half the cases were among children under five. And what about yourself and the other adults in your family? Three fourths of all persons between the ages of twenty and forty are not yet fully vaccinated. Yet death or serious crippling frequently occurs among grownups who contract polio. Most of these adults are in close contact with children, who, whether vaccinated or unvaccinated, are the chief carriers of the polio virus.

Although the Salk vaccine is not a 100 per cent preventive and although available data suggest that the polio virus continues to circulate even in well-vaccinated communities, much of the paralytic polio-

myelitis that occurred in 1958 could have been prevented if more persons had been vaccinated. If we push forward with vaccination programs now, a great deal can be done to reduce the number of paralytic cases that will otherwise occur this year and in subsequent years.

Why do so many Americans remain unprotected against one of the most dreaded of all diseases? Several surveys and studies have been made to find the answer. These have revealed a number of reasons why more than half our population is still unvaccinated.

Pretexts and Pretenses

Large numbers of people simply do not believe they are in danger. To them polio is something that may happen in other families but not in theirs. In a sample study conducted among young adults, 72 per cent were found to believe that polio no longer is a serious threat. (Actually there were more than five thousand cases in 1958, and three thousand persons were paralyzed—a thousand more than in 1957.) Many who were questioned thought the disease was milder in adults than in children, although exactly the reverse is true.

Not that these people had any strong feelings against vaccination; few of them really opposed it.

But many found it inconvenient to go to the physician or the health department clinic. Others wanted to spend money from a limited income on more immediate and tangible benefits. And some belonged to cultural or socio-economic groups that do not normally give a high priority to health care.

That none of these reasons presents insurmountable obstacles has been proved whenever a real effort has been made to overcome them. For example, the percentage of colored people who have been vaccinated is much lower than the percentage of white people. However, in two communities in Georgia many more colored than white people have been vaccinated because here the Negro leaders took a special interest in encouraging vaccination. Teachers talked about it in the schools. Clergymen spoke about it from the pulpit and when they visited their parishioners. Physicians, nurses, and social workers discussed polio vaccination with every family they knew.

Thus sporadic efforts have proved that it is possible to interest any person in protecting himself against polio. Yet there are still about a hundred million people in this country who have had no polio vaccine. Clearly our efforts to date have not been intensive enough to reach the people who do not readily take advantage of each new health advance.

Consequently last January I sought the advice of a small group of respected health authorities who have worked on polio vaccination programs with notable success for the past four years.

"What," I asked, "can be done to make sure that these unvaccinated millions will take action to protect themselves before this year's polio season starts?"

The group voiced the unanimous opinion that the key to success is local community action. National activities can reinforce local drives, but there is no substitute for a carefully planned community program.

Triple Threat to Polio

Parent-teacher associations throughout the country can be of inestimable help in organizing and promoting the type of programs recommended by this consulting group. Specifically they can take three important steps:

1. Organize a community polio vaccination committee. The logical key persons to start and participate in such a committee would be the P.T.A. health chairman, the local health officer, the president of the county medical society, and the chairman of the local chapter of the National Foundation. The support of their groups is, of course, essential to the success of any local drive. In addition, the committee

Polio

LEROY E. BURNEY, M.D.

*Surgeon General, Public Health Service
U.S. Department of Health, Education, and Welfare*

Polio stalks the land—but a few good hard blows can send it running. Here's how P.T.A.'s can lead the fight to make polio vaccination a family affair.

Polio patients in the Hospital for Special Surgery, New York City, use their crutches and braces and learn to walk up and down stairs.



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Two-year-old Cindy Snyder is being treated by physical therapist Nina Haugen in Herman Kiefer Hospital, Detroit, during the height of last summer's epidemic of polio. Cindy had not had any Salk vaccine shots when she became ill. Nor had her father, who was taken to the hospital at the same time and did not recover from the polio attack.

might include representatives of all the major health agencies in the community and of other influential groups who are concerned about maintaining the public's health: community councils, service clubs, youth-serving organizations, and the like. The more broadly based the committee, the more effective its work is likely to be.

2. The first task of the committee, as envisioned by my advisers, would be to pinpoint the problem. Detroit's experience last summer illustrates the value of this step. There the entire epidemic was concentrated in a few sections of the city in which lived low-income families who had recently moved in from other sections of the country. Had Detroit located these pockets of unvaccinated persons in the spring and made as much of an effort to get them vaccinated then as when the epidemic broke out in the summer, hundreds of handicaps and several deaths could have been prevented.

All the evidence indicates that the Detroit situation is not unusual. Most communities have pockets of unvaccinated persons. In some places a pocket may be found among special cultural groups. In others, certain age groups or income groups have resisted vaccination. By surveys or perhaps by a study of data already compiled by the health department or medical society, these pockets can be identified.

3. Having found where the problem areas lie, the committee can first of all make sure that among its members are community leaders who have influence with the unvaccinated group. Next, the committee can create a program that is tailored to that group's particular interests and needs. This might mean organizing corps of volunteers to go from door to door in the unvaccinated neighborhoods to talk about the importance of vaccination. It might mean setting up

vaccination mobile units or special clinics. It might even mean preparing special materials for the foreign language press or radio stations.

Your Town's Way

As my advisers repeatedly pointed out, it is futile to attempt to develop a standard plan that any community can follow to reach its unvaccinated. Only local leaders, with a full knowledge of the nature of the people and the problem in their own communities, can decide what methods will produce the best results. Yet those of us who have had an opportunity to study the national picture can assure you that whenever communities have made the intensive kind of effort the advisers recommended, the unvaccinated do respond.

In urging you, as a P.T.A. member, to help your community organize and carry out an intensive polio vaccination drive this spring, I do not want to leave you with the impression that we in the federal health agency are placing the entire burden of this problem upon you and your neighbors. When the advisers pointed out the necessity for strong local efforts, I asked them, "What can be done nationally to help these local leaders?"

Here, too, they had many suggestions to make, and each has been carried out. For example:

In cooperation with the American Medical Association and the National Foundation, the Public Health Service has sponsored the Advertising Council's polio vaccination campaign. Council materials will include newspaper advertisements, radio and television messages from well-known entertainers, posters for streetcars and buses, and large billboard signs. If requested to do so by a local committee, the managers of the local outlets will undoubtedly time their use of the Council material to coincide with the period of the community's own polio prevention program.

Another national effort has been to send materials to state and local leaders of various organizations. Helen Wallace, M.D., Health chairman of the National Congress of Parents and Teachers, has been in touch with all the state congress health chairmen. The Public Health Service has communicated with all state and local health officers; the American Medical Association with all medical societies; and the national offices of almost every voluntary health organization with its state and local affiliates.

With the means readily at hand it is unthinkable that we should stop short of reducing the scourge of polio to a minimum. If each of us does his utmost, there will be far fewer braces fitted to newly warped limbs this summer, far fewer children condemned to be lifetime cripples, far fewer families deprived of the support and care of able-bodied parents. Surely the goal of stamping out polio is well worth the hard work it will take to achieve it.

Janie comes home from school radiant and glowing. Johnny bursts into the house full of zip and zest. They've had a good school day. What made it good? Let's listen to the boys and girls themselves.

WHAT MAKES A

GOOD SCHOOL DAY?

JENNELLE MOORHEAD and LUCILLE DANIELSON

WHAT MAKES A GOOD SCHOOL DAY for a child or youth? Adults have their own ideas. Some would say that a good school day consists in giving children what is good for them, whether they like it or not. Most parents and educators, however, believe that children learn more efficiently and rapidly when they like what they are doing. Therefore those who organize the school day usually try to consider the child's view. But do adults really know what children think and feel about school?

Far too little effort has been made to find out because adults often simply assume they know. The two of us believed that by learning what children themselves think, adults might secure some illuminating insights. We therefore undertook a study of children's opinions of what makes a good school day.

We collected the views of more than 3,300 Oregon children from the first grade through high school. In order to be sure that adult ideas would influence them as little as possible, we decided not to use check-lists or true and false questions. Instead we asked pupils in grades 3 through 12 to decide what made a school day good for them and then to write an essay on the topic "What Makes a Good School Day for Me?"



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From essays written by some 1,200 elementary school pupils and 2,100 high school students we compiled two lists of the items most frequently mentioned as contributing to a good school day. One list represents the composite views of the children in grades 3 through 8; the other, the views of the high school group. In both lists the items appear in the order of the frequency with which the young essayists mentioned them.

Beginning with Beginners

First- and second-graders, of course, are not yet able to convey their ideas in writing, so we asked them to tell what they liked best about school. Since this approach differed a little from the one used with older children, we have not included the responses in the composite elementary list. We can quickly report, however, that first- and second-graders like, first, the teacher; then, their play; next, their friends; and finally, learning to read and to write. In the order mentioned, these are the things that are important in making a good school day for children in the first two grades.

A study of the views expressed by children in grades 3 through 8 reveals real maturity of thinking

and a surprising ability to identify and differentiate the things that most strongly influence them in their school life. The number-one item on the elementary school list may well cause teachers to look critically at their classroom procedure. What these children told us most frequently was that a school day is good "when we have activities such as field trips, demonstrations, experiments, parties, something new and challenging." Certainly this is a criterion teachers might apply to make sure each school day is a good day for the child. And they might well find that varying their methods and introducing "something new and challenging" makes their day better also.

That children are not just seeking entertainment and novelty is shown by the item that ranks second: "when I have a good teacher and she explains things to me." To them a good teacher is one who makes clear (and, we might add, patient and kindly) explanations. It is extremely interesting that both the first and second items deal with teaching procedure and method. That the *how* of teaching should be of greater importance to children than anything else is, we believe, of great significance.

The third most important influence on the child's school day is related to the teacher's personality and attitude. Children reported that the day is good "if my teacher is happy." How many teachers, we wonder, are fully aware that their attitude may brighten or blight the day for the children in their classroom? A noted psychiatrist, William C. Menninger, M.D., of the Menninger Clinic, has said, "A beloved and good teacher can teach anything so that pupils remember it for years. A cranky, bitter, maladjusted teacher cannot teach so that pupils will learn anything other than a dislike for the teacher and for

learning in general." Children are indeed perceptive in giving high importance to the happiness of the teacher.

Tally on Troubles

The happiness of friends and classmates was the fourth-ranking item on the list. But children also recognize that the quality of a day can be affected by their own feelings. In the next three items (5, 6, and 7) the pronoun "I" appears: "when I get good grades"; "when others like me and I have friends"; "when I have time to finish my work." These items give us some insight into the things that cause a child to worry. To him life is not good when he isn't achieving, when he feels friendless, or when he doesn't get his work finished. Parents and teachers might well study the extent to which unfulfilled needs for success and approval make an unhappy child and an unsatisfactory school day.

The item that ranked eighth may seem an odd one. A school day, the children said, is good "if the weather is good." Since the study included children from both western Oregon, which has a good deal of rain, and eastern Oregon, where there is little rainfall, we can conclude that weather matters—but that what a child considers good weather will vary.

We would hardly expect a grade-school child to be aware that relationships at home affected his school day, but children in grades 3 through 8 consistently recognized that if there is "happiness at home" the school day is better. This item ranked ninth in our list. No doubt home relationships are more powerful influences than children realize, but such widespread awareness of their importance seems remarkable.

A good deal of maturity is revealed in the tenth

GRADES 3 THROUGH 8

Children believe the school day is good when:

1. When we have activities such as field trips, demonstrations, experiments, parties, something new and challenging.
2. When I have a good teacher and she explains things to me.
3. If my teacher is happy.
4. If my friends and classmates are happy.
5. When I get good grades.
6. When others like me and I have friends.
7. When I have time to finish my work.
8. If the weather is good.
9. When there is happiness at home.

10. If my attitude is good and I am happy.
11. If the room is good.
12. When we are in good of the school I am get along with others.
13. If the room is neat, clean, and attractive.
14. When I can go home at night and sleep. I have learned something today.
15. When the lessons are interesting.
16. When I can work without interruptions.
17. When I have a good night's sleep.
18. When I eat a good breakfast.
19. When I don't have worries such as grades, tests, pleasing my teacher or parents, and so on.
20. When my teacher pays attention to me and compliments me.

21. When we have no fights and no discipline when we are in school.
22. When I am happy.
23. If my teacher is happy.
24. When I can help my friends.
25. When we do our work on time.
26. When the day is not too warm.
27. When my teacher is fair and impartial.
28. When my teacher is kind and pretty and neat.
29. When I don't have to stay too long at a time.
30. If my clothes are clean and not too dirty.
31. When my teacher is not too strict to play with us.
32. When I am happy.

GRADES 9 THROUGH 12

Students believe the school day is good:

1. When teachers are happy, good natured, have a sense of humor, are friendly and understanding.
2. When we have activities such as clubs, games, field trips, assemblies, and so on.
3. When my friends and classmates are happy, have a good attitude, and are cooperative.
4. When I have time to finish my work and can get it in on time.
5. If classes are interesting, have experiments, discussions, demonstrations—something new, challenging, or different.
6. If my attitude is good and I am happy.
7. When I can get good grades.
8. When I have had a good night's sleep.
9. When there is happiness at home.
10. When others like me and I have friends.
11. When teachers are helpful, know their subjects, and explain subjects clearly and thoroughly.
12. When I eat a good breakfast.
13. When teachers have discipline and have the respect of the class.
14. If our school offers a well-rounded program of subjects to meet our individual needs and interests.
15. If teachers do not waste time talking about inconsequential things.
16. If our hot lunch is well-planned and palatable.
17. If I do not feel rushed throughout the day.
18. If the weather is good.
19. If I feel that I have learned something.
20. When all goes well as far as the school bus is concerned.
21. When I don't have worries like grades or tests.
22. When we have no homework.
23. If my clothes and hair are satisfactory.
24. When necessary equipment is available, as for science or gym.
25. If the school building is well heated, ventilated, and lighted.
26. If teachers are genuinely interested in me, understand me, or praise me.
27. If classrooms are neat, clean, and attractive.
28. Almost all school days are good days for me.
29. When our school library offers a good supply of reading and research material.
30. If teachers are fair and impartial.
31. When our assignments are reasonable or have a purpose.
32. When our principal is understanding.
33. When we are not too crowded for classroom space.
34. If our grading system is understandable and fair.

item, which shows that children also recognize the influence of their personal attitudes. Repeatedly they stated that a school day is good "if my attitude is good and I am happy." All nine of the preceding items, which deal with influences outside the child, play a large part in determining the child's own attitude and happiness. This may be the reason why personal attitude falls in tenth place. The remaining twenty-two items are important, but limitations of space prevent discussion of them. In passing, we might point out that many of them are related to the first ten.

Turning to Teen-agers

What about the high school students? What do they think makes a profitable and satisfactory school day? Although there is not a great difference in the items themselves or even in the order of placement, we naturally find clearer insight and greater maturity of judgment among teen-agers than among the younger group. And we find certain opinions that have unusual significance in the light of some current practices and some proposals for changes in our high schools.

In the essays from all high school classes the statement most frequently found was "We have a good school day when teachers are happy, good-natured, have a sense of humor, and are friendly and understanding." This should give us pause, for in our certification requirements and placement procedures

the personality of the teacher is usually rated less important than his academic preparation. Yet the students in our high schools are telling us that the mental health of the teacher comes first. We believe, therefore, that when school administrators and school boards are selecting teachers, they would do well to consider each candidate's mental health in addition to his academic qualifications.

At present there is a trend toward condemning extracurricular activities in high school. But before we take drastic action, we might bear in mind that all four high school classes put in second place "when we have activities such as clubs, games, field trips, assemblies, and so on." Evidently activities play an important part in the lives of high school students and are high points in the school day. Whether or not they have academic value depends, of course, upon how the teacher organizes and uses them.

The item in fifth place seems very noteworthy also. It is "if classes are interesting, have experiments, discussions, demonstrations—something new, challenging, or different." Here is evidence that good teaching procedures and methods are as important in the high school as in the elementary school. Again and again in the professional literature on education teachers are urged to provide challenging experiences for the gifted student, but here we see that superior teaching methods are good for all students—and are valued by them.

High school students attach more importance to

their own attitudes than do younger children, putting them in sixth instead of tenth place. Yet they too give a high rating to their teachers' and friends' attitudes, to school activities and classroom procedures—all of which affect their personal attitudes and their happiness.

Plus for Theory; Minus for Practice

To most parents the eighth item, "a good night's sleep," will certainly come as a surprise, for many of us wonder whether high school students know sleep is important at all. We are tempted to say that they recognize the importance of sleep in theory if not in practice. Yet no doubt at some time or other they have realized that a good day follows a good sleep.

Secondary students agree with elementary pupils on the importance of happiness at home, both groups putting it in the ninth place. Teachers, we note, come to the fore again in the eleventh and thirteenth items as students point out that the day is good "when teachers are helpful, know their subjects, explain subjects clearly and thoroughly" and "when teachers have discipline and have the respect of the class."

The twelfth item, "a good breakfast," is as surprising as "a good night's sleep," since surveys show that many high school students skip breakfast altogether. We are tempted to say, as with sleep, that our young people, like their elders, often know better than they do.

The fourteenth item is a particularly provocative one. Students say the school day is good "if our school offers a well-rounded program of subjects to meet our individual needs and interests." Are they merely parroting an educational truism? Or are they expressing a fear that adults may force all students into a math-and-science mold to meet the competition of Russian sputniks? We wonder.

The statements in both the elementary and high school lists might be organized into groupings dealing, for example, with teacher-pupil relationships, the immediate environment, home life, and so on. Such an arrangement would be illuminating to the educator. But our concern here is to let children and youth speak out for themselves, with their own emphasis and in their own phrasing and words. In their fresh, forthright, and perceptive views of what makes a good school day for them, we think parents and teachers will find challenging material for thought, for discussion, and perhaps for action.

Jennelle Moorhead, a vice-president of the National Congress of Parents and Teachers, is professor of health education at the University of Oregon. In 1955 she made a trip to Asia to study school health in eight countries. Her findings were widely acclaimed. Mrs. Moorhead's co-author, Lucille Danielson, is supervisor of elementary education in the Oregon State Department of Education.

TO MOTHER—"THE HOLIEST THING ALIVE"

I must send you another birthday greeting and tell you how much I love you; that with each day I learn to extol your love and your worth more—and that when I look back over my life, I can find nothing in your treatment of me that I would alter. You often said, dearest mother, that I find fault—but I always told you candidly that I felt and sought to change only that little which appeared to me to be possible of improvement. I believe, most beloved mother, that the improvement of the world, reform, can only arise when mothers like you are increased thousands of times and have more children.

—LOUIS DEMBITZ BRANDEIS

Whatever beauty or poetry is to be found in my little book is owing to your interest in and encouragement of all my efforts from the first to the last; and if ever I do anything to be proud of, my greatest happiness will be that I can thank you for that, as I may do for all the good there is in me; and I shall be content to write if it gives you pleasure.

—LOUISA MAY ALCOTT

Only of yourself, dearest Mother, can I think with the sincerest love and profoundest emotion. Brothers and sisters, I know it, must go their own way—each has an eye to himself, to his future, and the surroundings connected with both. So it is, and I feel it myself: there comes a time when roads part of themselves—when our mutual relations are governed solely from the standpoint of external life; we become nodding diplomats to one another, keeping silence where silence seems politic, and speaking where our view of an affair demands; and when we're at a distance from each other, we speak the most. But ah, how high a mother's love is poised above all that!

—RICHARD WAGNER

Every time I look up, your affectionate sorrowing face looks down on me from the Picture Frame above the mantel-piece: my dear good Mother! It has a sorrow in it, that face, which goes into my very heart. But it is not to be called a mere "sorrow" either; it is a noble weariness rather, as of much work done. I will wish all men and all women such a "sorrow."

—THOMAS CARLYLE

Selected from *Letters to Mother*, edited by Charles Van Doren and published in 1959 by Channel Press.

A True Fairy Tale

Once upon a time two young German welfare workers, Edith Möller and Erna Pielsticker, found themselves out of a job after the children's home where they were working in Schaumburg closed down for lack of funds. The two young women loved their work so much that they determined to start a children's home of their own. To raise the money, they hit on the idea of organizing a children's choir and giving concerts.

Edith Möller, who had studied music, proved to be a born music teacher. She takes pupils as young as four years of age. Through her personal interest in each child, she succeeds in developing extraordinary skill in young people of only average talent. "Children must sing like birds in the open air," she says. It is this spontaneity in the choir's singing that has captivated audiences throughout the world.

But fame did not arrive overnight. For three years Edith Möller produced first-class child singers—but almost no money. She and Erna were discouraged. Then, in 1953, the choir, known as the Schaumburg Fairy Tale Singers, won first prize at a musical festival in England. Now the bookings fairly poured in. The attractive Schaumburg costumes and fresh voices of the boys and girls soon became familiar to audiences all over Europe and the United States. Wherever they went the children won their audiences' hearts as well as enthusiastic reviews.

And now at last the dream of a children's home became a reality. It is a house in Bückeberg, an ancient, princely mansion standing in a park full of trees. Its new name is the Schaumburg Fairy Tale Singers' Home. With gay, colorful furnishings for the house and play equipment for the garden, this is just the place for the twenty young orphans who arrived to live in it about a year ago, not from Germany alone but from all over the world.

Aftermath of Merdeka

Indonesia needs interior decorators—and badly. The few there are in the archipelago are hundreds of houses behind. The explanation is that before *Merdeka* (the Indonesian word for "independence") was proclaimed in 1945 Indonesians had little money for prettying up their homes. Most of them lived in simple frame, sometimes bamboo, houses; the large stone and plaster dwellings were occupied by Europeans. Now the Indonesians have come into possession of more money and better homes, but they are naturally inexperienced in interior decoration. In view of the shortage of professionals, many Indonesians are meeting the emergency by do-it-yourselfing with the help of U. S. magazines and books on home beautification. Such publications now rank among the country's best sellers.

A Year and a Day

When the World Health Organization chose "Mental Health" as the theme of World Health Day (April 7) this year, it was giving a preview of a vast design planned for 1960. In that year, under the auspices of the World Federation of Mental Health, the nations of the world will join in celebrating World Mental Health Year. The project will be comparable in scope and importance to the International Geophysical Year celebrated in 1957-58 and to the campaign planned for 1963 by the U.N. Food and Agriculture Organization to "Free the World from Hunger." During World Mental Health Year scientists will make special efforts to study children's needs, carry out national surveys in mental health and mental illness, train medical and other personnel in the principles of mental health, investigate the sociological aspects of industrial change, and consider the psychological problems of migration. A number of meetings have been planned in various parts of the world.



These Readers Are All At Sea

Fishing for herring off the northern coast of Norway is an occupation that provides lots of leisure time. What to do with it? Someone came up with the right answer: Read books. So an organization known as the Fisherman's Library is circulating among the fishermen five hundred book boxes, each containing twenty volumes.

Paving a Path to Plenty

Oxcarts alone can travel over the earth tracks that, apart from the main coastal artery now nearing completion, are the only routes across the rich southern plains of El Salvador. But the World Bank has granted to the government of El Salvador a five-million-dollar loan to construct a road network across the region. The new roads will open up land for stock rearing and the production of wheat, rice, and vegetables that can be exported to increase the country's foreign revenue. Then, too, agricultural workers and others can be settled in the area, thus relieving overpopulation in other parts of the country and reducing unemployment.

Site Unseen

Huge areas of Antarctica, many of them as yet unseen by man, may be covered by modern cities in the not too distant future, predicts Paul A. Siple, scientific adviser to the Chief of Army Research and Development. Antarctica is rich in minerals and in raw elements for food. It conceals almost unlimited resources of energy, including coal. Its seas are full of plankton—tiny floating or weakly swimming animals and plants that furnish much of the nourishment for marine life. The continent is now being explored by twelve nations.

Cornerstone

There are only three hundred Protestants in the demicanton of Obwalden, Switzerland—hardly enough to pay for the new church they have been wanting to build. But some friends in the city of Sarnen have announced that they will give five thousand Swiss francs (about \$1,140) toward the building of the Protestant church. Who are the friends? The Roman Catholic congregation and clergy.

"To do good we must first know good; to serve beauty we must first know beauty; to speak the truth we must first know the truth." Can we hope to attain such knowledge? Yes, replies the president of one of our distinguished universities in an earnest discussion of a provocative theme.

Society's

A. WHITNEY GRISWOLD

President, Yale University

THE PREPARATION OF FREE MEN FOR LIFE in a free society assumes the existence not only of a particular type of student but also of a particular set of conditions in which he will live and work. We were born free men. But when we speak of a free society, do we not beg the question? By what evidence do we judge the society into which we graduate our students to be free? I speak of freedom here not in the terms of Caliban or the noble savage, nor yet the rugged individualist of American fame, but as a mode of living that permits us to follow the devices and desires of our own hearts within Christian limits, that gives scope for the decent impulses of individuals, and makes it possible for free men to function as such. If these conditions do not exist, or if their existence is doomed, of what avail our principle of education?

The outlook is not encouraging. Quite apart from the clinical study of radioactive fall-out now in progress, which reduces us all to motes in the scientists' beam, and the cold war that generates such lethal heat, this is the age of organization. The cold war, with its emphasis upon national security; national security with its emphasis upon nuclear weapons; nuclear weapons with their emphasis upon methods of production that isolate and regiment the producers like the votaries of some secret religious cult—all this, and the fear of Armageddon that inspires it, impels us to organize to a degree heretofore undreamed of in this land of the free.

But these lurid, latter-day phenomena are only the latest—one dare not say the last—projection of a trend that began more than a hundred years ago. This was the reorganization of our economic life caused by the industrial revolution. The strategic organization now enjoined upon the country by the cold war merely

caps the climax in the history of the great corporations, labor unions, agricultural producers' and marketers' associations, and myriad groups of similar nature, most of them with governmental shadows or counterparts, that characterize our economic society. By economic society I mean our human society in its working hours. Nor has our passion for organization spent itself in the economic sphere. Every thought and action, indeed every feeling of which we are capable as human beings, has found an organization of some sort purporting to improve it by the process of division.

THE prospect is enough to give pause to any man educated in the tradition of individual freedom. The whole purpose of such education is to awaken and develop the individual to the full limit of his intellectual and moral powers so that he may exercise these to his own greater happiness and the greater benefit of his fellow men. The major premise of this educational philosophy, as of the Christian religion and the democratic political philosophy of which it is a part, is that wisdom and virtue must be cultivated in individuals before they can be communicated to society; that man's progress as a race is governed by his progress as an individual. Centuries of experience confirm the rightness of this premise. Could *Hamlet* have been written by a committee, or the *Mona Lisa* painted by a club? Could the New Testament have been composed as a conference report? The divine spark leaps from the finger of God to the finger of Adam, whether it takes ultimate shape in a law of physics or a law of the land, a poem or a policy, a sonata or a mechanical computer. Groups may exploit, change, in some cases even improve on this creative essence; without it they would have nothing to do.

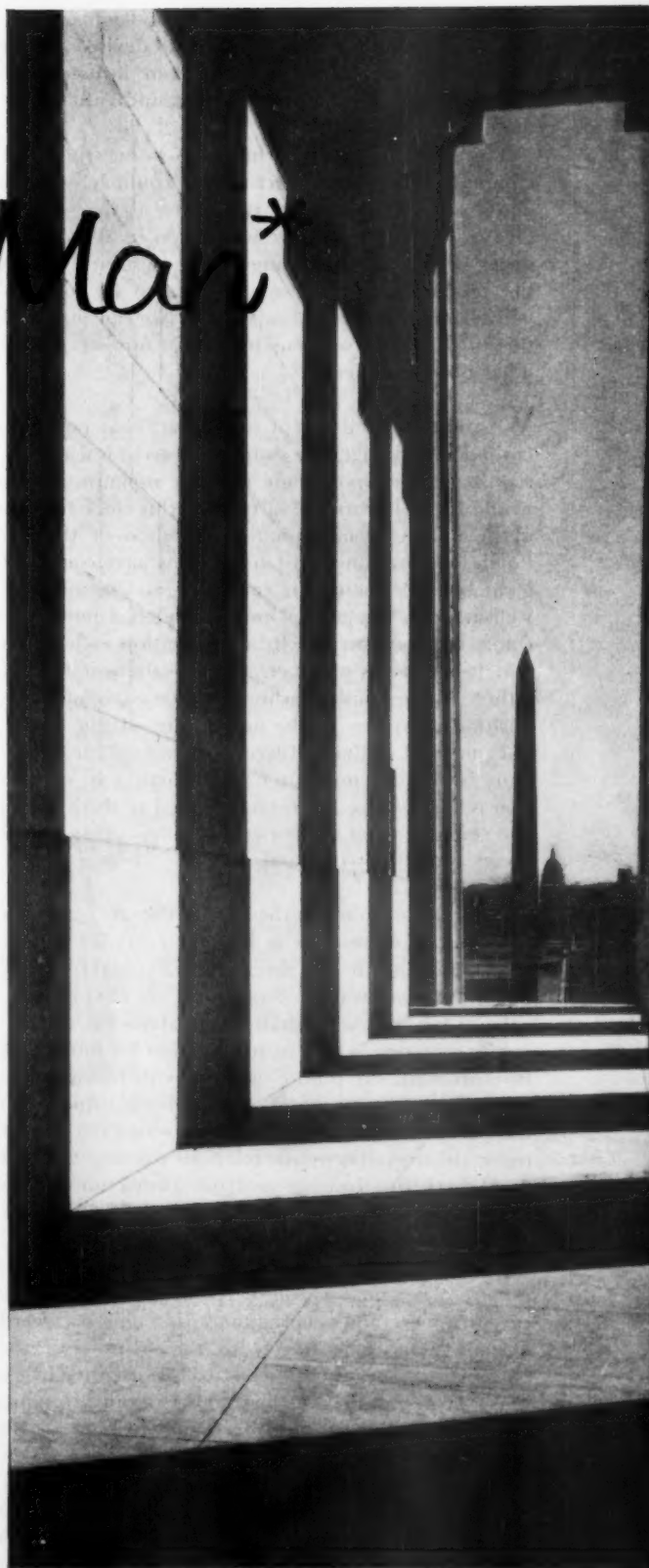
Need for Man*

But if the individual's exercise of his creative powers is to be systematically curtailed, we may ask ourselves, why bother to cultivate them in the first place? If his success and happiness are to depend upon organizational procedures and techniques, why not substitute these for the contemplation of the good, the beautiful, and the true? This is a conclusion to which numbers of educational institutions appear to have come and toward which the tide sets strongly throughout our schools and colleges. Shall we float with it or resist it?

I hope we shall resist it, for it can be resisted. Our universities can resist it by offering their students a true liberal education. The recipients of such education can resist it by continuing to prove their extraordinary competence and versatility in the very circumstances that incline others in the opposite educational direction. Not least conspicuous in this respect is the record of those graduates in the armed forces and their prominence in the arts and in public affairs.

THIS is not the first time in our history that forms of organization have given pause to the champions of individual freedom, nor is it likely to be the last. Surely the creation of a national government presented our ancestors with no less formidable a problem of organization than the one with which we have to contend today. They were passionately dedicated to individual liberty. At the same time they realized that so vast and diversified a country could not hope to govern itself by a collection of Greek city states or New England town meetings. Their major premise was the freedom of the individual. Their minor premise was the need for organization. Their conclusion

*From *Liberal Education and the Democratic Ideal*, published in 1959 by the Yale University Press. Reprinted by permission.



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was the Constitution and the Bill of Rights. They accepted the need of organization and devised a form appropriate to the need. They then infused that form with respect and protection for individual freedom and initiative.

This is exactly what we must do in our time and circumstances, and the fact that it could have been done so effectively nearly two centuries ago should give us courage to believe we *can* do it. We can do it, as we can do most things, once we clearly define the problem and address ourselves to its solution with whole minds and hearts. How we can make all this organization serve us instead of our serving it: That is our problem.

WE MIGHT as well accept it as a fact that our present mode of living, with its intricate technical aspects, requires a correspondingly intricate organization. It would be foolish to talk of turning this clock back or of slowing its pendulum to the tempo of Walden Pond. Corporations and labor unions have conferred great benefits upon their employees and members as well as upon the general public. But if a power becomes too concentrated in a corporation or a union and its members are coerced into submission, or if either assumes and selfishly exploits a monopolistic position regardless of the public interest, the public safeguards of individual freedom are weakened. Tyranny is tyranny, no matter who practices it; corruption is corruption. If citizens get used to these things and condone them in their private affairs, they school themselves to accept and condone them in their public affairs.

But it is not so much these more flagrant (and less frequent) transgressions as it is the everyday organizational way of life that threatens individual freedom. For the obvious transgressions there are obvious remedies at law. But what shall we say about the endless, sterile conferences held in substitution for individual inventiveness; the public opinion polls whose vogue threatens even our moral and aesthetic values with the pernicious doctrine that the customer is always right; the unctuous public relations counsels that rob us of both our courage and our convictions? This continuous, daily deferral of opinion and judgment to someone else becomes a habit. The undeveloped negative remains a negative. It conjures a nightmare picture of a whole nation of yes-men, of hitchhikers, eavesdroppers, and peeping toms, tiptoeing backward offstage with their fingers to their lips—this, the nation whose prophets once cried "Trust thyself!"

We profess dismay at the number of our acquaintances swallowing tranquilizers and rushing off to psychiatrists to help them make up their minds. These are symptoms of a loss of self-respect by people who cannot respect what they do not know. They do not know themselves because they spend so much time listening to somebody else. "I desire so to con-

duct the affairs of this administration," said Lincoln, "that if at the end, when I come to lay down the reins of power, I have lost every other friend on earth, I shall at least have one friend left, and that friend shall be deep down inside of me." It is because so many of us have not discovered this friend that we go looking for others and turn to sedatives or psychiatry for consolation when we fail to find them. This is part of the price excessive organization has exacted from us.

We can ill afford to pay it. A people that loses its self-respect is easily demoralized. Amongst such a people everything is for sale, including themselves. Art, science, politics all suffer from the basic lack of individual integrity. The creative power of the individual is more sorely needed today than ever before. This alone can save us from collective sterility. This alone can supply the great factory of America with designs worth producing.

Nor shall we recover our self-respect by chasing after it in crowds. Self-respect cannot be hunted. It cannot be purchased. It is never for sale. It cannot be fabricated out of public relations. It comes to us when we are alone, in quiet moments, in quiet places, when we suddenly realize that, knowing the good, we have done it; knowing the beautiful, we have served it; knowing the truth, we have spoken it.

THE society in which we now live is not as free as the one which produced the principles according to which that society is governed. Bit by bit we have exchanged our freedom—voluntarily for the most part, involuntarily to some extent—for security, for productive efficiency, for creature comforts. But far from discounting the value of those educational principles, this puts them at a premium. Again and again in all kinds of occupations individuals educated in accordance with those principles continue to prove their effectiveness in our society.

Civilization can lose just so much of its freedom without losing all of it. The presence of individuals educated in these principles, who cleave to them and live according to them, is sorely needed to prevent such a catastrophe, to hold the balance between freedom and organization, to ensure the continuity of the creative process without which organization is futile.

The moral, then, is plain. To do good we must first know good; to serve beauty we must first know beauty; to speak the truth we must first know the truth. We must know these things ourselves, be able to recognize them by ourselves, be able to describe, explain, and communicate them by ourselves, and wish to do so, when no one else is present to prompt us or bargain with us. Such knowledge is the purpose of a liberal education. We must hold true to that purpose. No price, no mess of pottage, can equal its value to our country and ourselves, its citizens.



WHAT'S HAPPENING IN EDUCATION?

• *At a recent city-wide meeting some P.T.A. members said our school system ought to get busy with educational television. Is this still a long way in the future, or should it be pushed now?—L. R. D.*

In Stamford, Connecticut, the council of parent-teacher associations gave this same question to its educational TV committee. After close study the committee reported as follows:

[Educational television] is the fastest growing development in the history of American education. While there was practically no use of ETV in our schools four years ago, today there are more than 550 school districts and 110 colleges using it in some form. Closed circuit TV [routed by cable and not through the air] is growing particularly fast. Currently more than 200 installations are operating in American educational institutions. Outstanding is the one at Hagerstown, Maryland, which has served as a model for many communities.

The committee cites advantages listed by New York City's assistant superintendent, Maurice Ames:

1. Television can bring outstanding teachers to many classrooms, thus spreading their contributions over a wide area. Through television, all students can have access to the best teachers available in a school system.
2. Lessons are more carefully planned and prepared, and are more interestingly presented than are usual classroom lessons.
3. Television can use a wide and rich variety of visual aids, resources, and resource people.
4. Films and filmstrips often can be presented more effectively via television receiver. Because more classrooms can be reached simultaneously, savings can be effected on the cost of films, projectors, shades, and special rooms. [N.B.: A film owned by schools cannot be used on TV without payment of an additional fee, except by special permission.]
5. The ability of the camera to focus attention, the impact of close-ups, and a certain dramatic effectiveness often help in the presentation of many types of material. The television camera can give every viewer a front-row seat for a science or other demonstration, as well as the "direct-eye contact" of the teacher, regardless of where the pupil is seated. The camera and the television receiver can thus be used as magnifying devices.

Now the committee's recommendation:

The chief, immediate advantage of ETV in the Stamford Public Schools would be for enrichment of existing

courses of study through wider use of available audio-visual aids, teaching materials, specialized personnel, and other community resources. The coordination and use of these adjuncts to better education to supplement the classroom teacher's resources should be in the hands of a highly qualified director with training and experience in the procurement, preparation, and use of special teaching aids. It is therefore recommended that the P.T.A. council propose to the board of education that it consider the addition of such a person.

The committee made other recommendations, among them the use of programs now available on the air and application for a UHF channel. I have learned that the report was adopted unanimously.

Certainly school use of TV deserves prompt and close study. Find out what is happening in Washington County, Maryland, by asking for a new report just issued by William M. Brish, superintendent of schools. (Remember that Hagerstown is ETV's showcase, heavily subsidized.)

And look into the Pittsburgh story. Scores of nearby school districts have now joined Pittsburgh, sharing TV costs and using the same programs. So great is the demand that Pittsburgh is launching its *second* television transmitter.

Ask also for a new report on the many uses of educational television issued by the Fund for the Advancement of Education, 655 Madison Avenue, New York 13, New York. Write to the Joint Council on Educational Television, 1785 Massachusetts Avenue, N.W., Washington 6, D. C.

Currently thirty-five ETV stations are on the air. Ten more are under construction. That's progress! But don't underestimate the roadblocks—especially the charges for coaxial cable service.

• *Where can one find easy reading materials that can be used with older children who are slow readers?*

Our thanks to readers for additional helpful suggestions. Here's one from Mrs. L. H. of Georgia:

"Ever since I began doing volunteer work with the regional library here, I have been interested in this problem. I have discussed it with our director, who

is a graduate of the Emory University School of Library Science, and we agree that two or three series of books are at the eighth-grade interest level but the fifth-grade reading level. One is the Allabout series (Random House), and I especially like *All About the Sea*, *All About Birds*, and *All About Dinosaurs*, the last by Roy Chapman Andrews and a fascinating adventure story.

"The Landmark Books series, too, is very good. *The Pirate Lafitte and the Battle of New Orleans* by Robert Tallant and *The Barbary Pirates* by C. S. Forester, as well as *John James Audubon* by M. F. and J. Kieran, are good examples. Some of the Real Books series (Garden City Press) also fit into this category—for example, *The Real Book of Indians* by Michael Gorham. The Zim nature books by Herbert S. Zim fit in here, too.

"The writers are frequently experts in their fields, people with a fine style or at least good journalistic style. They have had wide experience in writing, especially the popularizing of technical fields, and they present their subjects knowingly and enthusiastically without writing down to their audience."

Mrs. M. L. G., an Alabama librarian, writes that "in my graduate study I learned about several lists of books useful for slow readers." She names four of them:

Annotated Bibliography of Selected Books with High Interest and Low Vocabulary. Division of Curriculum and Supervision, Indianapolis Public Schools, Indianapolis 18, Indiana. \$1.00.

Fare for the Reluctant Reader. Capital Area School Development Association, State Teachers College, Albany 3, New York. \$3.00.

George D. Spache, *Good Reading for Poor Readers.* Garrard Press, Champaign, Illinois. \$1.50.

Ruth Strang, *Gateways to Readable Books.* H. W. Wilson Company, 950 University Avenue, New York 52, New York. \$3.00.

From Mrs. H. J. L. of Texas come a few more suggestions:

"I would like to refer readers to the *High Interest-Low Vocabulary Booklist* compiled in 1952 by Donald D. Durrell and Helen Blair Sullivan and published by the Boston University School of Education, Boston 15, Massachusetts, for \$1.50. The list is divided into two sections, according to whether the books were published prior to, or after, the beginning of 1950. Vocabulary level and interest level have been estimated for each of the books listed, covering the whole period of a child's public education from elementary school through senior high school. Certain entire series, such as the *Childhood of Famous Americans* (Bobbs Merrill), *Adapted Volumes of Classics* (Globe), *American Adventure Series* (Wheeler), and *Adventure Book Series* (Winston), are also mentioned as valuable for boys and girls with reading difficulties.

"There are twenty-nine pages of book listings in

the pamphlet, including any number of titles that will interest an eighth-grader who reads at the fifth-grade level."

• *Should our high school offer courses in summer? What do other cities do about this?*—MRS. W. L.

More and more high schools are operating on a year-round schedule. See "Year-Round School" by Paul Friggens in the April *National Parent-Teacher*.

The idea makes a lot of sense. Recently I heard an education authority say:

"Summer school used to be for make-up work. Students who failed in mathematics or English or some other course came back to get lost credits. But now it has become fashionable for the best students to attend summer school.

"Why? For many reasons. Some take courses they want but must omit during the regular school year because of a heavy program of college preparatory courses. Typing and shorthand, for example. Others take advanced placement courses. These courses enable them to go directly into more advanced work when they go to college. Still others want to get on with their careers as rapidly as possible. If they can finish high school in three years or three and a half, so much the better."

When the best students set the fashion others will follow. Evanston Township High School opens its doors to nearly a thousand students every summer.

To the taxpayers this trend may make even more sense. What other industry voluntarily closes up for three months and furloughs its staff? What enterprise could afford to pay rent for unused space? Even though school boards do not "rent" space, nevertheless there stands a multi-million-dollar high school costing interest on bonds *every day of the year!* Why not make fuller use of the buildings, especially during the summer when there is no cost for heating?

Of course, some climates will require air conditioning. Why not? We air-condition our stores, industries, homes, sometimes our cars. Why not schools?

With bond issues going down before voters' fire like the enemies of Castro, we may be forced to take a new look at the school day and school year. Can two shifts be justified in terms of more efficient use of school space? Europe and Soviet Russia use their schools five and a half days a week. Should we let ours stand idle on Saturdays? Can we honor George Washington and Columbus more by going to school than by celebrating their holidays with a shopping trip and a movie? Or just plain loafing?

Our long summer holiday is a survival from our agricultural yesterdays. Boys and girls, before we had child labor laws, used to work beside their fathers in the fields. Today farmers find little for most teenagers to do. Wouldn't they do better to pick fruit off the tree of knowledge? —WILLIAM D. BOUTWELL



Not WORTH A TRY

The pearls of wisdom on this page are fake pearls; hence the changed title ("Not Worth a Try" instead of "Worth a Try"). We think you'll enjoy these follies and absurdities as much as we did—and ponder a little, as we did, on the nature of the world that could produce them.

When To Tighten the Purse Strings

Neither a borrower nor a lender be, but if you must be the latter, here's the least reliable person to lend money to, according to an automobile finance agency: a single person under twenty-five years old who has lived less than six months at his present address, who rents from month to month, who has held a job for not more than twelve months, and who has a low monthly income.

P.S.—Life Can Be Beautiful

A garbage collection concern in Levittown, New York, sprays all garbage cans with a lavender scent.

Colorful Yarn

What's better than hair? The new gamin-style wigs may not be better, but they're a good deal brighter. They are made of acetate yarn and come in seventeen shades, including blue, green, bright red, and purple. The price is only \$6.95, and every day four thousand people buy one.

When Fun Is Folly

Bored and broke, some New York suburbanites these days are joining Crazy Couple Clubs—groups whose purpose is to find a way of spending an evening on the town for less than ten dollars. Each club comprises twelve or thirteen couples. Once a month each couple hands ten dollars to the host couple for the evening, who arranges some inexpensive—and unheard-of—

program for the group. Here are some of the desperate remedies so far resorted to: being hypnotized; hiring a school bus and driving to Coney Island for fun rides; journeying back and forth to Fire Island on a fishing boat; attending an Alcoholics Anonymous meeting; being tutored by an etiquette expert (she told one group they were unkempt); watching midget wrestling matches; sitting in on a yogi lecture.

Automation Enters College

At a fast-growing junior college on the outskirts of Los Angeles, live professors are being replaced wherever possible with filmed lectures, projectors, and television. The plan is supposed to save the college \$60,000 in teachers' salaries this year. But the ninety-thousand-member California Teachers Association has condemned it and has asked the powerful Western College Association, the regional accrediting agency, to take a look at the college's TV program. The new scheme has not been tested, nor were teachers brought into the planning.

There Must Be a Cheaper Way

You can now buy a television camera for the home. It weighs ten pounds and is slightly larger than a cigar box. It adjusts automatically to any light condition. The camera can be used for checking guest arrivals at the front door, monitoring the children's room, or providing home entertainment. It costs, including the installation and a year's service, \$1,495.

"Love" That Makes the World Go Wrong

"It is for society to raise and educate the young into a new generation and give the kind of love that no maternal love can ever hope to compare with." This pronouncement is from the Communist *China Youth Daily* of Peiping

(quoted in *The New York Times*). It is part of a campaign to induce parents to send their children to boarding school. There the youngsters are indoctrinated into a disciplined system of living and study. As early as the third and fourth grades they do manual labor in factories and on farms. Even children of seven or eight do light "subsidiary" tasks. The boarding school system has two main advantages in the eyes of the Communists: It places the children in an approved ideological environment, and it releases mothers from the care of children to engage in productive labor.

Dollars Without Sense

At one high school in the East seniors spend an average of \$278 on items such as class rings, caps and gowns, pictures, and other graduation "musts."

Cell Sale

It's six feet by eight feet. It's made of steel lattice, and has held up fine for a quarter of a century, since it hasn't been used during that time. What is it? A jail cell. It's for sale by the village council in Woodstock, Ohio. No reasonable offer, the council says, will be refused.

Next Step: No School

Here are some of the economy measures that had to be adopted in a southern county after the voters rejected a school board appeal for more funds last fall: no more school nurses, no more purchases of music equipment or art supplies, no more homemaking equipment, cleaning of schoolrooms every other day instead of daily, no substitutes when teachers get sick (a mother may be asked to take over the classroom—without pay), no basketball program, no driver education, no commencement exercises—and no diplomas, unless the seniors want to pay for them.

In Vermont every foreign visitor is a V.I.P. From the governor to the local police officers, the people of the state go all out to welcome guests from overseas and show them what America is really like. Result: New understanding and friendships never to be forgotten.

SEEING

THE TRUE

AMERICA

THERESA S. BRUNGARDT

Siti Asri Kristinah of Semarang, Indonesia, presents a gift from her homeland to Governor Joseph B. Johnson, of Vermont.



© State Board of Recreation, Montpelier, Vermont

"AMERICA IS NOTHING LIKE WHAT I THOUGHT IT WOULD be from American movies I saw in Malaya—you know, gangsters, rock-and-roll, cowboy gunmen," said a young Malayan exchange student who visited our state this month. "The biggest need among free nations is to understand each other. We people in the free world must learn how to live together."

To understand each other. What a great responsibility this implies for all those who sponsor exchangees and visitors from other lands! We Americans often know little about the visitor's homeland—its location, climate, politics, economics, customs, or religion—and few of us can speak a foreign language. The visitor is likely to be amazed at this lack of knowledge. He has read much about our vast country. He knows about its political and economic life, and he usually speaks English exceptionally well.

In Vermont we have been given the happy privilege of entertaining many exchangees and visitors from other lands—Europe, the Middle and Far East, and South America. We have found many ways of helping them see what American community life is like, especially in small towns.

To start things off happily, we always make it a point to greet the exchangee or exchangees (we have had six or seven at a time) with a warm welcome, and provide a comfortable "headquarters" in a private home. Then we attempt to give our guests a well-rounded idea of state government and its functions. In a small state like ours it is nearly always possible for a visitor to meet the governor, the lieutenant governor, state department heads, legislators, and other officials. (It so happens that our governor was born in Sweden; he is invariably gracious and friendly to visitors from abroad.)

Then we inquire about the special interests of our guests. Whatever these are, we arrange a program to satisfy them. Thus they may meet state 4-H leaders, home demonstration groups, grange leaders, farm bureau officials, or university professors, the state president of the National Congress of Parents and Teachers, the Federation of Women's Clubs, and other national organizations.

Local groups often arrange for the exchangee to visit communities in which he is particularly interested. The superintendent of recreation, because he

knows so much about the town, may take charge of the planning. The guest observes recreation programs indoors and out—programs for children, youth, or senior citizens. He also learns something about leadership techniques and administrative procedures. He meets town officials, school superintendents, principals and teachers, police and probation officers. He also tours institutions, hospitals, industries, camps or farms, and other places of special interest to him. For instance, an Indonesian woman wanted to find out about police work in this country because her husband was a police official. So arrangements were made for her to spend half a day at state police headquarters and to meet local police officers and chiefs and the state commissioner of public safety.

Through the International Exchange Program

The Faraway Becomes Familiar

The visitor often addresses school assemblies, parent-teacher associations, service clubs, and other organizations, and occasionally appears on radio or television. He is always proud to tell about his own country and usually takes pleasure in teaching the folk dances, songs, or games of his country.

During these visits to our Vermont communities we try to encourage the exchangees to contribute ideas drawn from experiences in their own homeland. Certainly they have a lot to offer us, especially in cultural fields. It is important, too, to make them feel that they are truly ambassadors of their country. Sometimes it is necessary to draw them out a bit, but we frequently find them quite frank.

One exchangee from a newly independent country was very anxious to study our voting techniques. She spent a day at Republican headquarters and was most enthusiastic over all she learned about campaign methods, ballots, and free elections in general. To be absolutely fair, we introduced her to the Democratic

party leader too. "What is the difference between a Republican and a Democrat?" she inquired. *That* was a question requiring a careful answer!

Exchangees usually assume from the cities they first see in America—New York, San Francisco, and Washington—that everyone in the United States is very rich. We try to point out economic variations, and sometimes the visitors learn much by living with a family in which there are several children and budgeting a none-too-large income is crucially important.

One thing that seems to impress the visitors deeply is the way our communities, with little money, develop facilities through community cooperation. Voluntary service always surprises them, for in most foreign countries such activity is rare. Said an Indonesian guest: "I am impressed by the way people at all levels work for their community and state. The volunteer worker amazes me, and I take back to my country the importance of volunteer work."

Toward the end of his visit the exchangee returns to the private home that is his "headquarters." There he has a chance to talk over his experiences and whatever new ideas might be helpful. And always the local host and hostess are reluctant to have the guest leave!

After the visitors' departure each sponsor tries to maintain a fairly regular correspondence with them. Unfortunately it is not always possible to write as often as we would like, but we send at least a mimeographed letter twice a year, with occasional individual letters in between. Often the replies touch us deeply. A state official who visited us from India always ends his letters, "With much love, your devoted . . ."

A Mutual Joy

I had a chance to share in the devotion created by these programs of community friendliness when the United States Department of State gave me the privilege of being an exchange specialist in Germany. There my job was to work with ministers of state, youth leaders, county officials, and others. Among my most rewarding and heart-warming experiences was the renewing of earlier friendships with former German and Austrian exchangees. Some made great sacrifices to come to see me. One rode ninety miles on a motor bike to call on his "American mother." Another spent a whole day on a train and arrived bearing a gift.

A college student invited me to see the dormitory built by students and to have supper in his quarters. When I complimented him on the delicious meal, he said, "I copied the first supper I had with you in Vermont." And when I left Munich at five o'clock one morning, six former exchangee friends were at the station to see me off, each with a bouquet of flowers.

I know from this experience of my own how pro-



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found an impression our foreign guests received from their American visits. That this is so is clearly evident from the letters they send back to their American friends—some written even before leaving this country.

From an Indonesian. "Today will be my last full day in the U.S.A. 'To part is to die a little.' How true is this French saying! Even with the happy thought of meeting my family again, I have the feeling that something of myself stays behind.

"From the train I have had a nice view. The roofs, the fields, and the mountains and hills were white, covered with snow, until Massachusetts state. After that all this beautiful snow landscape slowly disappeared from my eyes and took turns into sparkle lights of the night's beauty of cities and towns. In some places I saw wonderful reflections on the river and on the small lakes, and in some places it came from the hills. At last appeared the beauty of New York City at night. What a wonderland! My wonderful program in Vermont, the people in every community and level will never be forgotten."

From a German. "In contrast to newspaper stories and movies, I was impressed with the active church life of all people. Especially impressive is the harmonious family life—so contrary to the picture I had."

An Austrian. "I am impressed with the cultural life in the U.S.A. Europeans know little about this aspect of America."

Another German. "Contact with citizens is the most important achievement of my trip. After ten minutes people I met were friends. This kind of experience can't help but build a bridge of understanding from one nation to another. . . . My deep gratitude for the willingness to show me uncountable interesting things. . . . I take home many new ideas which I want to try. Before I came I knew intellectually what democracy meant, but since I've been with

you I've seen it living and acting—positive impressions of the foundations and philosophy of life in the American democracy, the miracle of friendliness toward a former enemy."

A young Moslem. "I was asked a million questions by my family and friends. I'd like to come back again; I have so many happy memories of my stay in Vermont. May God repay the kindness and everything I received."

"If This Is Democracy . . ."

A Malayan. "The interest of the American community in working out its own problems is amazing. Your recreation facilities and variety of programs are impressive. I have learned all this with intense interest and hope to stimulate community action in providing recreation facilities and programs in the communities in my district. There we have five hundred thousand teen-agers who need opportunities for better use of their free time. In my country many leave school at thirteen and cannot work by law until they become eighteen years.

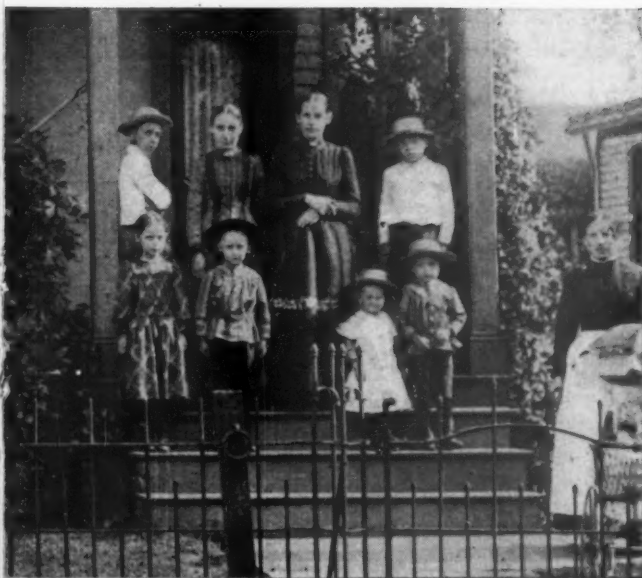
"I return to my country with an entirely different point of view regarding Americans. I am grateful for the rich experience your country has afforded me, the opportunity to adopt new ideas, and I return with a new perspective for the task ahead."

An Indonesian. "In two weeks in your state I have had a better picture of American life than in the three previous months in large cities. It has been most impressive to meet state and community leaders, . . . and their kindness and friendliness are most wonderful. The governor, lieutenant governor, state officials, town officials—all have been most gracious, and I have much rich information on so much to take back to my people. . . .

"I wish I could more adequately express my deep feeling of the beauty of your landscape, the beauty of your people, and the beauty of their hearts. If this is democracy, we must work to have it in our new country, and I shall work to achieve this."

These moving letters impel us to look with new eyes on the beautiful and friendly scenes of life in America. Snow on the mountains, a chat with the governor, a family dinner in a small-town home, informal talks at club or school—these are memories for our visitors, and continuing realities for us. With the memories, exchangees take back a clearer image of democracy as a living, vibrant force. With the realities, we retain a challenging opportunity to strengthen the free world by demonstrating democracy at work through family and community life.

Theresa S. Brungardt knows at first hand what local recreation groups have done to welcome foreign visitors to Vermont. She is the able and eminent director of recreation for the state of Vermont.



The Heinmiller family on the steps of their new home. The author is second from the left in the front row.

WE WERE

Americanized

THE HARD WAY

A CROWD OF LIVELY BOYS clambered up the high board fence that enclosed the back yard. When they were perched there like a row of irrepressible young roosters, they crowed with all the might their healthy little lungs could muster:

*Dutchman, Dutchman, belly full of straw!
Can't say nothin' but "Yaw, yaw, yaw!"*

The boys who chanted this salutation (and other similar unlovely epithets that followed at intervals) were the unofficial youth welcoming committee for some immigrant youngsters who had invaded their territory. They were six little German "greenhorns" newly arrived in America, ranging in age from two to ten years. I was one of them.

Like the countless other immigrants who flocked to America before and after the turn of the century, we children labored under the handicap of a foreign

How Some Immigrant Children Fared in the "Roaring Nineties"

EDWARD G. HEINMILLER

tongue. We were "Dutchies" who couldn't speak English. But unlike other immigrants we were Americans by birth. Father, born in New York State, had lived in Europe for a dozen years as a representative of American free churches in Germany and Switzerland. It was in Europe that he had married and established a family, Americans all.

Those young greeters on the back fence, the welcoming committee, were not a bunch of "dead-end kids." On the contrary they were the sons of respected middle-class parents in a typical American neighborhood—parents who were perhaps only a generation or two removed from immigration status themselves. They and their children were representatives of the countless patriotic Americans of that day who resented foreigners, especially those who could speak only an alien tongue. Consequently these unwanted, and often unwashed, newcomers usually found refuge in the foreign sections of big cities, among friends or relatives who spoke their own language.

Our family, being American, naturally wanted to settle in an American community. As a result we were perhaps the only immigrants for miles around. Oh, I do recall one other: On the main business street a few blocks away there was a Chinese laundryman, who washed and ironed shirts, collars, and cuffs. (For years, as I progressed in reading, I could never understand why he couldn't spell correctly. The sign on his shop read WAH SING LAUNDRY.)

What a miraculous change the emergence of the United States as a world power has made in the attitude of the native American toward the foreigner! How heart-warming to see today the friendliness with which immigrants are received by youngsters in elementary school, teen-agers in high school, young people in college! Foreign-speaking families from Europe now feel free to settle in American neighborhoods; no longer do they need to flee to the Old World colonies in cities. And very soon the children become indistinguishable from their American schoolmates.

But in our early days, at the beginning of the "roaring nineties," we were not so fortunate. The boys who serenaded us from the tops of fences and sheds did not know that we too were Americans by birth. Nor would they have cared, had they known. In their eyes we were just a bunch of little "Dutchies," and as such were to be subjected to ordeals for months to come.

At this late date, more than six decades after those

memorable events, I scan an ancient portrait of the children and Mother taken by a roving photographer on the steps of our first American home, and I must admit that no one could have mistaken us for Yankees. Nor do we look anything like aggressors, and the boys on the fence sensed this. They knew they could haze and razz us with impunity.

Our life in Europe had been idyllic. Willie, the eldest, was born in fabulous Dresden and the rest of us in the historic city of Reutlingen. Although we children were always conscious of our American citizenship, we spoke only German and went to kindergarten, school, and church with the youngsters of the neighborhood. Then in 1891 Father, returning from one of his periodic trips to America, told us he had been chosen editor of a religious weekly. That meant we must pull up stakes, reduce our household goods to a minimum, and sail across the Atlantic to a homeland that no one but Father had ever seen. Thus from a locale steeped in centuries of historical lore, we were uprooted and transferred to a more prosaic American city, less than a hundred years old, situated in the flatlands bordering one of the Great Lakes.

The Coming of the Green

"They don't look like an American family to us," the neighbors must have mused when they saw us for the first time. "The father speaks excellent English, but the children dress and talk like German greenhorns." And from that moment on, a strenuous Americanization program began, with the neighbors, young and old, as instructors and this little band of timid newcomers as the beneficiaries.

Though all of us were harassed for weeks and months, the two oldest boys were the chief objects of the training. Many a day they came home from school with bloody noses. It seemed as if every schoolboy was out to "get the Dutchies." One particular bully would beat up the two boys pretty regularly—until Father heard about it. He advised his two sons not just to stand there and take a beating but to defend themselves. He followed his advice with a demonstration. That did it! The next time the bully approached, the "greenhorns" gave him the thrashing of his life!

Willie, since he was the oldest and had mastered a few more elements of English than the rest of us, was the one selected by Mother to go to the store. This too proved to be an ordeal. Whenever he managed to get past the boys across the street and arrive at the big grocery store, he tried to get a German-speaking clerk to wait on him. But sometimes that was not possible. It was then that he became the object of embarrassing banter. Once he made the fatal mistake of asking for a "box" instead of a "can" of beans (he had translated the German word *Büchse*). Thereupon the amused clerk loudly announced to

The welcoming committee presented a chorus of jeers rather than the key to the city, but six little "Dutchies" were tough enough to take it. They could even look back, later on, with kindly tolerance at their rough initiation into American ways.

his co-workers, "Willie wants a box of beans!" and all of them roared with laughter.

You would think that all this hazing we youngsters had to undergo would have made us resentful toward our fellow Americans, especially those who were making our life so difficult. But oddly enough, the harsh treatment, the "putting us through the wringer" (as my brother expressed it) did not embitter us. As time went on and we learned American ways and the American language, we became one with the rest of the community. After a year or so there was no longer any sign of the "greenhorn" in us, except that we were now bilingual—which in later life proved a valuable asset.

In the year 1892 there was a presidential election. By fall our two oldest brothers, though we had been in this country only ten months, were already taking part in the campaign by vigorously shouting "Hurray for Harrison!"

After two years of living "in rent" we finally moved into a home of our own on the outskirts of the city. This region—a place to which policemen were occasionally banished to walk their lonely beats for having offended a superior—was adjacent to a settlement affectionately known as Frogtown. We had a big yard, open fields, woods where gypsies camped, and a neighborhood where we could keep a big dog. There we played all those old-time games that have been relegated to limbo because of lack of space—pump-pump-pull-away, duck-on-the-rock, caddy, shinny-on-your-own-side, run-sheep-run—as well as baseball and "kicking" football. In addition, thanks to a neighboring English family, we even learned to play cricket. The former "Dutchies" had now become cricket-loving Englishmen. What a transformation!

Yankee Capers

Now that we were accepted as Americans, our Yankee ingenuity (inherited or acquired?) began to assert itself. We became junior promoters and inventors. Since Father was an editor, we visited the publishing house often and were fascinated by the big presses. So printing became our hobby. On a little hand press we turned out visiting cards free for members of the family, until my younger brother and I decided we ought to use our talents more profitably. Accordingly we hung out our shingle, reading *Heinmiller Brothers, Printers*, at the side porch for all passing tradesmen to see.

The first to take the bait was the butcher, who was delivering Mother's meat. He spotted the sign and immediately asked for a thousand bill heads. But our elation soon turned to deflation when he said they must contain a picture of a steer! We had no such cut. The job had to be turned over to a bigger concern, and our first and last enterprise of this sort collapsed. The loss: \$1.50—a day laborer's wage in those days.

Our next promotion involved haircuts, a more profitable project. We set up a hair-clipping establishment in the basement of our home. In our family the cost of haircuts for six boys was a big item in the family budget. Then Father bought a pair of clippers for use on our noggins during the summer. Even with the older boys exempted from this operation for esthetic reasons, it meant a distinct saving in time and money.

The two young promoters were determined not to let the clippers remain idle. By word-of-mouth advertising we invited the boys of the neighborhood to undergo the same delightful treatment during the summer (bald heads went so well with bare feet!) at the low cost of five cents. The boys flocked to our basement through the outside cellar door. One after the other entered looking like a maned lion and left a shorn lamb. Some would plead with us to spare a little of their hair and leave a tassel on the front for appearance' sake. But we were impartial, adamant, and negative. We were not tonsorial artists, and since Father never spared *our* heads, we were unwilling to give our customers what we had not received ourselves. And what did they want for a nickel anyway, when a regular barber would charge them twenty-five cents?

From these enterprises we turned to inventions—one in particular. Edison's talking machine had made its first appearance in our neighborhood at the home of friends. The mysterious contraption impressed us—its morning-glory horn, its cylindrical wax records, its ability not only to produce music but to record and reproduce our own voices. From this fabulous machine the two young Edisons got an idea. Of course we couldn't duplicate it, but we could make a reasonable facsimile, in miniature.

The mechanism of our music maker was simple. It consisted of a big tin funnel, a length of syringe hose, a wooden cigar box, a crank, and a stand. Our summer kitchen was admirably suited for an auditorium. It had an outside entrance, and in it was a home-made washstand with solid sides, the front covered with a cloth skirt.

It took very little time to assemble our invention. We drilled holes in the top and bottom of the cigar box and through the top of the stand. The hose was attached to the funnel, inserted in the box, and passed through the holes into the cubbyhole beneath. Just before the audience was admitted (at ten pins



One of the "Yankee capers."



a person), the second member of the partnership was squeezed into the cubicle and the curtain was dropped over the front. When the crowd was seated, the older partner turned the crank, and, lo! from the funnel came familiar tunes (necessarily without words) as fine, we thought, as those heard through the morning-glory horn.

The effect on the children was impressive. They left the room mystified and amazed. Perhaps the two young inventors were inspired for this original performance not so much by Inventor Thomas A. Edison as by that other brilliant genius of the time, Phineas T. Barnum.

Hilltop View

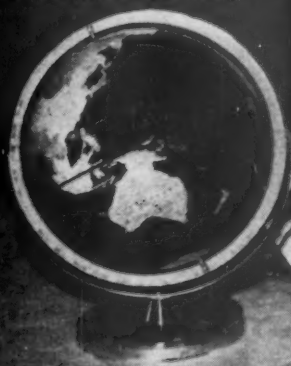
The roaring nineties! What a decade, and what a training period it was for those little foreign-born Americans! In the beginning it was a tough uphill climb for all of us, but happily we all made the grade. The hardships and tribulations we had to undergo—enough to discourage even a native—now lie far behind us. Today we can look back over more than half a century of rewarding work in business and the professions, in churches, schools, and youth centers. And we count ourselves fortunate that we have been able to do our bit in the big task of strengthening American life and promoting the material and spiritual well-being of our fellow Americans. Fortunate, I say, and truly grateful.

Edward G. Heinmiller, following his graduation from Western Reserve University, became a high school teacher in Cleveland. Later he entered the field of business and industry as training director and personnel specialist. Retired in 1953, he now makes his home in St. Petersburg, Florida.

What "Special" Children

Are compassion and consideration the rewards of maturity alone? Or can they be taught to school children? Here one mother tells how a special set of school experiences enabled her children to know the joys of gentleness.

JACKOLINE HERTZ



© Dan Siemens

LARRY, MY SIXTH-GRADER, came home from school one day last fall with a soft glow of tenderness on his face—a look altogether out of character for such a rough-and-tumble, loud-talking, foot-stamping child.

"Mom, you know what?" His voice held an urgency he was eager to share. "I kept a blind girl from getting hit by a swing today!" His face beamed with pride at his own kindness.

"Yes, Mommy." Brian, the fourth-grader, took up the topic. "She's a first-grader, and she walks around the school grounds and plays with the rest of us. But she's blind!" A very real charity was obvious as this talkative, careless son of mine went on. "I gave her my swing, and she had lots of fun. And I watched her to make sure she didn't go too high and get hurt. . . . You know what? You have to be careful with the special education children, 'cause they can't play just like the rest of us. Lots of special education children have to try real hard to do what we can do easy."

"You know," said Larry, "there's a girl who comes from right close to here. She talks kind of slow and acts kind of funny sometimes. But we never make fun of her!"

"'Course not!" Brian was so emphatic I couldn't believe my ears. "She can't help it. And besides," his voice carried heaven-sent wisdom, "if we're careful with her, maybe she'll be able to play as good as us some day."

I have tried to teach my children to be kind and understanding toward others, but obviously experience is the best teacher. The experience has come about as a direct result of our unique school situation, which integrates into the public schools those pupils who are enrolled in special education classes. Three cities in our area—Pasco, Kennewick, and Richland, Washington—have cooperated with other Columbia River Basin communities in developing a program for handicapped children.

A Hand Up for the Handicapped

I was so overwhelmed by the new insight, new understanding, and consideration of others which my children were gaining that I sought out the man in charge of the special education group. I wanted to see for myself whether this setup was as good for the handicapped youngsters as it has been for my normal ones.

Can Teach Your Child

Jack L. Orchard, director of special education in the Richland Public Schools, explained to me that a new wing, recently completed, is an important part of the Lewis and Clark Elementary School in Richland (my own children's school). This wing is given over to the special classes, which are continually in the process of improvement, for exceptional children. The blind, for example, have a wealth of braille books as well as braille typewriters. Partially blind pupils learn regular typing in this same wing.

One recent addition is a supply of special boards to help blind students learn to write script. These resemble clip boards but have a soft rubber base covered by an acetate sheet, which is written upon with a special ball-point pen. On these colorless sheets, writing and pictures leave deep grooves that form patterns for fingers to trace—trees, landscapes, script. The children learn geography by touch, too, from the many relief maps in the wing.

The special education staff at present includes twenty-two people, who provide not only classroom teaching but psychological and psychometric services and other services especially needed by children with speech, hearing, and vision defects.

Mr. Orchard was enthusiastic about the development and progress of the special education system, but he emphasized the need for continued cooperation between the home and the school. The home can be particularly helpful, he explained, in encouraging the acceptance of exceptional children in the schools. Many parents may not understand the advantages their own children gain from daily association with handicapped classmates. Mine are getting everyday lessons in compassion and courage, consideration for others, and unselfishness.

We are often told that crippled or otherwise exceptional children are made unhappy by being treated as "different." Yet I myself have found that children seem to value differences. Even kindergartners love to bring to school anything they may have that is different and of interest to the others—a new record, a new turtle, or perhaps a new hearing aid.

There was great excitement in the Richland kindergarten one morning when little Sue Holmes, a cerebral-palsied child who also has hearing difficulty, displayed her hearing aid. The children all wanted to try it out for themselves. And can't you see some one of these youngsters, years from now, learning about his own impending deafness and recalling with a smile—not with fear—the experiments with Sue's little apparatus?

A Hearing Aid Can Aid Others

Sue Holmes' understanding teacher took advantage of the children's interest. She not only explained the child's hearing aid but also told the story of how Sue had been afflicted. The youngsters were fascinated, and two days later Mrs. Holmes received a telephone call from a neighbor. "Can my Peggy come over and play with Sue for a while? She'd just love to, if it's all right with you."

When Mrs. Holmes told me about it her lips trembled. "That was the first time in Sue's seven years that anyone ever asked to play with her. I agreed, of course, but I couldn't help asking why."

And the neighbor had answered, "Well, you see, Peggy goes to kindergarten with Sue, and the teacher explained how Sue had been hurt when she was born—and, to tell the truth, Mrs. Holmes, Peggy knows more about it than I do."

Thus understanding brought about a friendship that has been valuable to both children.

I remarked to Mrs. Holmes that my children had profited in much the same way. She replied, "Not everybody feels as you do about school."

I asked her what she meant.

She looked at me thoughtfully before she answered. When she did, her heart was showing.

"I happened to be in the classroom one day when a mother of one of the normal children came in to speak with the teacher. I don't think she knew who I was, but she pointed to Sue and asked the teacher, 'My child won't have to be in the same room with that, will she?'"

I didn't know what to say to Mrs. Holmes, so I



© Dan Siemens

In this typing class blind and partially blind children use braille typewriters. Dolores Lane, standing, was left partially blind by illness, but she is rapidly catching up with her class.

glanced toward Sue. She was happily and quietly playing with her doll on the floor. She had dressed it and was trying to tie the bow at the back of the tiny dress, struggling persistently with muscles that refused to respond. She caught me watching her, ducked her head, then smiled up at me shyly. I thought, thank God our children here in Richland now have this wonderful opportunity to learn about and know other human beings. Their new understanding finds the person beneath the differences, whether those differences are fleeting, like a broken arm, or more lasting, such as blindness, deafness, or cerebral palsy.

Mrs. Holmes went on to tell me that Sue had been wonderfully well received in school. According to the teacher, she has never been a problem. The other children feel privileged to help her when she needs help, as with her wraps or boots.

"I am very thankful that my child is allowed to attend school with normal children," Mrs. Holmes said emphatically. "It has benefited her in every possible way."

Sue attends regular school for half of each day and special education classes at Lewis and Clark Elementary School the other half.

As for institutions, let me quote Mr. Orchard: "The institutions do have a place. But as far as possible they'd like to put themselves out of business. Ultimately I think most exceptional youngsters will take part in the regular school program."

Naturally there will always be a small percentage

of exceptional children who must have institutional care, but it's the greater number of more fortunate children who, thanks to Richland's school system, are being enabled to live normally and to help other youngsters as well.

"It's Their World Too"

I asked Mrs. Haptonstall, of West Richland, what she thought of having her two deaf children in a regular school. Since this was their first year, she was reluctant to give an opinion.

"It's really too soon to tell, but I *can* say this: Here in Richland they're delighted to go to school. Before, when we took them to a school for the deaf hundreds of miles away, they would cling to me unhappily. It's a fine school," she added hastily, "but they're too young to be so far from home. Now here they can enjoy a normal family life and the companionship of normal children."

She went on earnestly. "More than anything else I want my two deaf children to learn that the world is theirs too, as much as it is yours and mine. In regular school they are taught lip reading—and they use it. Their classmates give them only one small consideration. Those children have learned that when you talk with a deaf person you should look straight at him and enunciate clearly."

One of the happiest advantages of putting exceptional children into a regular school is that it poses no problem of training facilities. Says Mr. Orchard, "If only people could see that the financial burden the schools already carry would not be increased by this system, they could help us in many ways. Richland is expanding its services to include surrounding communities too small to have their own. Limited as these services must necessarily be, they are far better than placing such children in institutions."

I am only sorry that more children cannot profit from this fine system as ours have. Too many parents are unaware that here is a tremendous resource for helping their children learn kindness to fellow human beings who are blessed with less but who, in return, give generously of good nature and cheerfulness. As parents we all know that what is fostered and allowed to develop will grow. Then why not foster courage and cooperation? Why not gentleness and compassion? After all, kindness is as contagious as cruelty.

And perhaps the special education children can sense, too, how important they are in helping others learn that basic Christian truth, "Love thy neighbor."

Jackoline Hertz is the busy mother of twelve children, ranging in age from eight months to nineteen years. She devotes her "extracurricular time" (as she calls it) to free-lance writing, having published articles in various periodicals. Mrs. Hertz is now completing a historical novel, Yellow Fire.

Keeping Pace

with the

P.

T.

A.

Mountain Library

Gardiner, Montana, is a town of five hundred people in the Rocky Mountains where one can rest overnight in a pleasant motel before driving on to Yellowstone Park, five miles away. It is a fine place to hunt and fish, but until last year there wasn't a public library within fifty miles where a girl or boy might borrow a good book. The local P.T.A. roused the entire community to meet the need. Two librarians from Montana State College assisted in the preliminary planning. A classroom in the school was cleared, shelves were built, and a crew was organized to repair old books. A trained librarian from the National Park Service catalogued the books and trained the teacher-librarian and a staff of student assistants. Now eighteen hundred books and twenty-five magazines are available to the children and young people of the community.

Haddonfield Grows Its Own

The acute scarcity of teachers predicted for the 1960's was the disturbing subject discussed more than a year ago by the executive board of the Central School P.T.A., Haddonfield, New Jersey. Was there anything, board members asked one another, that they themselves could do to help ease the shortage in their state? True, they were already contributing to a town scholarship fund, but they wanted to do more.

Then suddenly they hit upon a grand idea, which was presented to the membership at the next regular meeting of the P.T.A.: Why not send a qualified Central School student, from the current high school graduating class, all the way through college, paying full tuition for four years? The motion was enthusiastically passed, and, after conferences with high school administrators, a candidate was selected from the class of 1958—Lucinda Scrugg.

Lucinda's own feelings about the gift are movingly expressed in a letter she wrote to the Central School P.T.A. at the close of her first semester at Trenton State College:

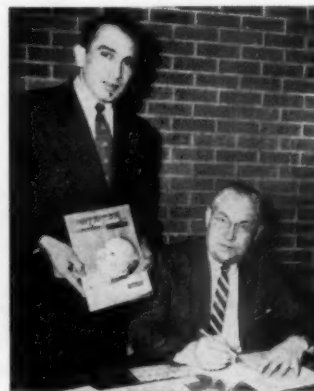
"I am just beginning to realize," the letter read in part, "the full benefit of my scholarship. Last spring I was, of course, very grateful. It meant that I would be able to attend college, which otherwise would not have been possible, and to enter the field of teaching.

"Now I am realizing exactly how much a college education has to offer. . . . Not only am I being trained for the teaching profession, and making many enlightening friendships, but I am also learning a great deal pertaining to all phases of life.

"Thank you—once again—for this tremendous opportunity."

Incidentally the P.T.A. has suggested to Lucinda that, upon graduation, she apply first to the Haddonfield school system for a teaching position.

Spreading the Word



Abel Gomez, *National Parent-Teacher* chairman in Spokane Valley, Washington, kicked off this year's intensive subscription campaign by signing up Evans G. Holt, university elementary school principal in Opportunity, Washington, for a renewal subscription. The press was on hand for the event, and as a result this impressive picture appeared in the *Spokane Valley Herald*, which serves a community of forty thousand people. The names of all the subscription committee members were included in the caption, together with their home telephone numbers.

Come and Bring Your Mother

How the P.T.A. can help make the first day at school a happy experience for little newcomers was demonstrated last fall by the Hampton Street P.T.A., Mineola, New York, in a project they called "Kindergarten Open House." The idea of the scheme

was to permit mothers to stay with new kindergartners on the first day long enough to allow the children to explore their surroundings and adjust to them.

The guests were invited to come at designated hours, and there were never more than fifteen children and fifteen mothers in the kindergarten at one time. After the mothers had spent thirty minutes with the children, they were invited to "come and have a cup of coffee," leaving the teacher and the youngsters to establish a kindergarten relationship.

The president of the P.T.A. spoke to the mothers about ways in which they could help the teacher. She reminded them of such things as dressing the children in simple play clothes and labeling the garments. She also reviewed school regulations and talked informally about the P.T.A. and its activities.

This schedule was run through without a hitch four times on the first day of school. The secret of its success? Said the school principal: "Precision planning by the P.T.A."

A Party for Miss Cooper



© Gerald C. Ellingson

"A portrait of Miss Cooper was hung yesterday in the school auditorium," writes Henry F. Bazzichi, president of the West End P.T.A. in Ellwood City, Pennsylvania. Behind the hanging of that portrait—a complete surprise to Miss Cooper, who hadn't even known it was being painted—lay a long record of service to the community and devotion to the education of its children. The story was retold in a program arranged by the P.T.A. as a surprise for an outstanding teacher. The title? *This Is Your Life, Ida Cooper*.

In Ida Cooper's family there were nine children, seven of whom became teachers. Coming to Ellwood City in 1927, she at once took up an active role, not only as public school teacher but also as P.T.A. member, Sunday school teacher, and citizen. When the old school was condemned and torn down, Miss Cooper led a successful campaign to build a new one. She helped to organize the West End P.T.A. and is

one of its most enthusiastic workers. Small wonder that President Bazzichi says, "I have found in Miss Cooper an inspiration to work harder for the P.T.A. movement."

At the surprise program well-wishing letters from school administrators, teachers, and former students poured in. Miss Cooper was presented with a tape recording of the program, the guest registration book compiled by members of the West End P.T.A., and other tokens of the warm appreciation of her fellow townsmen.

Doing It in Code

One day at a meeting of the Taft High School P.T.A. in Chicago a teacher member spoke his mind on discipline problems in the school. Impressed, the parent members also spoke up. "What can we do?" they asked. For one thing, the teacher pointed out, the young people needed a clear statement of standards of behavior. So a committee of parents, teachers, and students was formed to draw up a code of conduct. When completed, the code was approved by the community and adopted by the school. Widely publicized, it has furnished the spark for similar codes in many other schools throughout the United States.

Away with Newsstand Nightmares

Action Week meant clean-up week last November in Dallas, when the Dallas City Council of Parent-Teacher Associations made up its mind to get rid of objectionable reading matter on newsstands frequented by children and youth. From November 16 to November 22 P.T.A. members visited all the newsstands in their neighborhoods and carefully examined the publications on sale there. The local police, juvenile welfare workers, ministers, and the two daily newspapers cooperated. After the survey the vendors cooperated, too—by removing all publications that had been found to contain offensive material. A distributor removed thirteen such publications from his order sheet, and they can no longer be bought in Dallas.

Precedent for Presidents

"Come and meet with me to discuss school problems," invited Superintendent of Schools Charles W. Willis. Presidents of local P.T.A.'s in Harford County, Maryland, eagerly accepted. The resulting conferences created so much interest that later on, when a public meeting was called to demand higher taxes for restoring the school budget, the largest crowd that ever attended a public meeting in the county turned out. Now the P.T.A. presidents' group has become a permanent citizens' advisory council to the superintendent and the board of education.



POETRY LANE

For This World's Loving

A Mother's Day Poem

For this world's loving, take calendulas
Blooming at noontime under a high sun
Where delicate flowers would fail.

Or take the woman
Who made a place for them beside the door,
Setting her will and hoe against an earth
That had been hardpan—and would be again
If any less its match than she should come
To bid it make concession to her hunger
For something that could bear the name of garden.

The water that she brings is secondhand:
The dishes had it first, or vegetables
Scrubbed for the pot.

But it is what she has,
And all she has; and there is no affront
In offering such a hand-me-down to flowers.
For her own apron is a hand-me-down,
Made from a worn-out shirt, and simply tells
That she has learned to cherish what life gives:
To cherish and make do—and to make up
For what she does not have with what she has:
Unsuited tenderness. . . .

Such tender caring
You half expect that when she turns away,
The flowers will leave their place to follow her
The way the kittens follow from the barn
When she comes up from milking the lone cow.
There may be other languages of love
More subtle than the stubborn, shining words
Of these calendulas that will not die
In spite of heat and hardpan; or the silence
Of her who will not let them die if care
Can keep them blooming to the summer's end.
There may be delicate, different ways of saying
That life is good to live. But this will do.

—BONARO W. OVERSTREET

Mrs. Overstreet wrote this loving poem in tribute to her mother who (in the words of her daughter) "was a California farm woman; who before that was a homesteading wife in British Columbia; and before that a farm child in eastern Canada."

Boy and Star

They puzzled him, those glittering creations,
Those points of light that were so far away
As he lay on the lawn and looked. Were they
Observing him, his naughty acts? He wondered,
Fancied himself the pilot of a jet,
Flying and touching stars and finding comrades
Of just his age who gardened them. Star seed
Was given him to carry back to earth,
To plant in his own garden and to tend.
He'd be the happiest boy in the whole town,
If he could raise a star, even a little one.
How all the school would stare! He'd wear it proudly
Upon his jacket like a diamond. . . . But
Would it escape some night to join its fellows,
Not feeling any kinship with this round
Planet unlike its own world? Then he wept
Because the star might go. . . . And never told.

—LAURA BENÉT

Migration

Birds ardent in the spring
Stake out their territory in song
Of passion and possession;
They and their brood belong
To secret circuits and hidden green.

When the toil of rearing is completed,
Forgotten the nest,
As light thins to autumn
Birds flock together in reply
To a shudder of unrest.
Sensing an alien enemy near
They lift their wings
To tides of light and air.
In destined flight
They escape the deepening dark
To find the day of longer light.

Rebels scatter, daring to fly alone,
Their signature, a feather and a bone.

—EDITH WARNER JOHNSON

Preview OF THE NATIONAL CONVENTION PROGRAM



"THE FAMILY AND THE GROWING PERSONALITY" is the keynote of the 1959 convention of the National Congress of Parents and Teachers—a keynote strikingly attuned to the administration theme: "Strengthening the Home, Source of Our Nation's Greatness."

As always, our annual meeting serves as an artery through which a life-giving stream of information and inspiration flows. All of us who are so fortunate as to attend the convention will have ample opportunity to contribute to this stream. All of us, as we return home, will carry back with us a clearer conception of our responsibilities and rich substance for our thinking in days to come.

For proof of that statement one has only to glance at the galaxy of names that appear on the program. Some of the most distinguished specialists in America—men and women who are thinkers, dreamers, doers, all in one—are scheduled to address us. Here are the highlights of the convention program:

SUNDAY, MAY 17

Vesper Service, 4:30 p.m.

"Tomorrow Begins Today" by the REVEREND REUBEN K. YOUNGDAHL, pastor, Mount Olivet Lutheran Church, Minneapolis

MONDAY, MAY 18

General Meeting I, 9:30 a.m.

Welcome by MRS. R. J. ARNOLD, president, Colorado Congress of Parents and Teachers

Greetings from city and state officials

Response by MRS. CLIFFORD N. JENKINS, first vice-president

General Meeting II, 2:00 p.m.

Presentation of magazine awards by MRS. JENKINS, chairman, board of directors, *The National Parent-Teacher Symposium*: "Starting Point—Human Relationships"

Discussion leader: A. A. LIVERIGHT, director, Center for the Study of Liberal Education for Adults

Participants: DOUGLAS D. BOND, M.D., professor of psychiatry, Western Reserve University Medical School; EDWARD D. GREENWOOD, M.D., School of Psychiatry, Menninger Foundation; ROBERT J. HAVIGHURST, professor of education, University of Chicago; FRANCES L. ILG, M.D., director, Gesell Institute of Child Development

General Meeting III, 8:00 p.m.

Greetings from the Canadian Home and School and Parent-Teacher Federation by MRS. G. C. V. HEWSON, central vice-president; from the National Congress of Colored Parents and Teachers by MRS. ALBERT R. KIGHT, president; and from the National School Boards Association by ROBERT E. WILLIS, president

"Education and the Image of Man" by MAX LERNER, professor of American civilization, Brandeis University

TUESDAY, MAY 19

General Meeting IV, 9:30 a.m.

Panel discussion: "How the P.T.A. Reinforces the Family"
Moderator: OTTO YNTEMA, first vice-president, Michigan Congress, and director of division of field services, Western Michigan University

Participants: National chairmen of standing committees HOWARD L. BOWEN, Rural Service; J. BROWARD CULPEPPER, Cooperation with Colleges; LEON G. GREEN, Recreation; WILLIAM G. HOLLISTER, M.D., Mental Health; MAMIE J. JONES, Exceptional Child; CALVIN H. REED, Parent and Family Life Education; HELEN M. WALLACE, M.D., Health

General Meeting V, 2 p.m.

Symposium: "An Appraisal of the Parent-Teacher Partnership"

Springboard presentation by MARTIN ESSEX, president, American Association of School Administrators

Discussion leader: THURMAN J. WHITE, dean, Extension Division, University of Oklahoma

Participants: PAUL J. MISNER, national chairman, School Education, and superintendent of schools, Glencoe, Illinois; J. C. MOFFITT, second vice-president, National Congress of Parents and Teachers, and superintendent of schools, Provo, Utah; KENNETH E. OBERHOLTZER, former second vice-president, National Congress, and superintendent of schools, Denver

Commentators: Vice-presidents from regions

MRS. L. E. BURR, MRS. RUTH GAGLIARDO, MRS. CECIL S. GAREY, MRS. A. L. HENDRICK, MRS. RALPH HOBBS, MRS. FRED L. KEELER, MRS. JENNELLE MOORHEAD, MRS. ALTON W. SEAVEY

General Meeting VI, 8:00 p.m.

"The State of the Nation's Mental Health" by HAROLD D. LASSWELL, professor of law, Yale University

WEDNESDAY, MAY 20

General Meeting VII, 9 a.m.

Message by RUTH A. STOUT, president, National Education Association

"The Pursuit of Excellence" by ANAND MALIK, visiting lecturer in education, University of Idaho

Discussion leader: GALEN SAYLOR, treasurer, National Congress, and professor of secondary education, Teachers College, University of Nebraska

General Meeting VIII, 1:30 p.m.

Greetings from the Department of Classroom Teachers, National Education Association, by EWALD TURNER, president

"What Kind of Parents Will Today's Teen-agers Be?" by EVELYN MILLIS DUVALL, author and family life consultant

Discussion leader: MRS. C. WHEELER DETJEN, national chairman, High School Service

General Meeting IX, 8:00 p.m.

"Russia's New Look" by MARGUERITE HIGGINS, journalist and Pulitzer prize winner



BOOKS in review

THE BIG RED SCHOOLHOUSE. By Fred M. Hechinger. Garden City: Doubleday, 1959. \$3.95.

On the jacket that covers this current appraisal of Soviet education and comparison of Soviet and American schools, an arresting subtitle suggests the underlying theme of the book's nine interesting and well-written chapters. Under an illustration of a Soviet school, red star and all, one reads: "The new Soviet educational machine and its challenge to our drifting public schools."

That is the topic which Fred M. Hechinger, one of the nation's ablest and best known educational writers, has undertaken to discuss in *The Big Red Schoolhouse*. The assignment was obviously conceived and begun before Sputnik. What happened in October 1957 and subsequently, however, serves to sharpen our interest in the convictions of the former education editor of the *New York Herald-Tribune*, who is always read and listened to attentively. And here again he should be, for his carefully documented and well-balanced treatment of a tremendously important and timely subject deserves the most serious consideration.

The author is deeply aware of the need to clarify the issues in the current debate about the adequacy of American public education in a time of international crisis. He therefore seeks to provide a "balance of facts" that will help the citizen "choose a battle plan for the survival and improvement of his nation's schools."

That nothing less than a "battle plan" is needed Mr. Hechinger makes abundantly clear. And lest any readers doubt the seriousness of the situation, he sums it up in these unflinching words:

"The question that remains, and cannot be answered by any book, is whether the Soviet threat will turn the United States, its people, and their leaders back toward their own strength, aims, and purposes so that they may rebuild, on their own terms and with their own brains, sweat and genius, the edifice they have allowed to crumble."

In his concluding chapter, provocatively entitled "The Dragon and the Cow," the author suggests what he thinks must be done. He calls for the establishment of a "national board of education advisers" whose task would be to determine minimum education requirements. Its powers, however, would be "strictly defined to exclude any interference with matters of personnel, curriculum, teaching methods, and the selection of textbooks." Federal financial assistance he regards as imperative, but, he warns, local and state interest must always remain paramount. Consideration of curriculum changes is limited to the high school, and here Mr. Hechinger warmly endorses the recommendations that James Bryant Conant makes in his recently published report, *The American High School Today*.

A hard-hitting final section, headed "Guts and Survival," emphasizes a conviction that the book has consistently sought to develop: "Whatever the Russian schools lack, they have guts. The American schools will get their guts

back no sooner and no later than the men and women who run them, who pay for them, and who determine their course will find their guts again." This process, he points out, has already begun.

The thoughtful, interested, and concerned citizen is likely to be both stimulated and aroused by *The Big Red Schoolhouse*. This is obviously what Fred Hechinger had in mind.

—HEROLD C. HUNT

Eliot Professor of Education, Harvard University

TOWARD UNDERSTANDING STUTTERING. By Wendell Johnson. National Society for Crippled Children and Adults, 2023 West Ogden Avenue, Chicago 12, Illinois. 25 cents.

What is stuttering? Surprisingly, few parents really know, even those who think they have a "stuttering" child. In fact, says Wendell Johnson, few parents realize that "it takes at least two persons to stutter, the one who speaks and one or more who listen." He explains why this is so and why the "one who listens" is nearly always a parent—though he may be a teacher or some other adult.

Once a parent understands what causes stuttering, he can usually prevent its development in a child. If the habit is already established, the parents and perhaps the child may need expert guidance, and Dr. Johnson tells how this may be obtained. His book will be a boon to many a discouraged parent who needs only a clearer understanding to help his child fully realize the "wonder of speech."

The facts and counsel so convincingly set forth in this booklet are an outcome of a program of research on stuttering that has been carried on for many years at the University of Iowa, where the author is professor of speech pathology and psychology. One can understand his special interest: He was a stuttering child himself!

The evidence presented here fully supports Dr. Johnson's opening assertion: "The story of stuttering is a story of great hope." In the future, he assures us, the problem will be greatly reduced, perhaps all but eliminated.

... AND THEN THERE WERE TWO: A HANDBOOK FOR NEW MOTHERS OF TWINS. By the *Twins' Mothers Club of Bergen County, New Jersey*. Child Study Association of America, 132 East 74th Street, New York 21. 35 cents.

This delightful booklet is crammed with ingenious and useful tips to help you meet the problems that arrive with twins. The authors, exactly a hundred of them, are twin-mothers themselves, so they know whereof they speak. They have produced a veritable storehouse of practical ideas—about which twin baby to feed first, for instance; what to do when only one of them wakes up at two in the morning; how to travel with them; whether to dress them alike; even whether to give them similar names. These suggestions will carry you through many a minor crisis of twin care—and should help you enjoy your twins as much as the hundred mothers do theirs.



MOTION PICTURE previews



PREVIEW EDITOR, ENTERTAINMENT FILMS
MRS. LOUIS L. BUCKLIN

JUNIOR MATINEE

The Shaggy Dog—Buena Vista. Direction, Charles Barton. A teen-age boy accidentally twists an antique Borgia ring around his finger and turns himself into a sheep dog. The charm works intermittently, it seems, and he is never sure whether he is going to be dog or boy. This fact sometimes leads to embarrassing consequences, notably on the dance floor and in the home of an international spy. The situation is further complicated by the fact that the lad's father, a postman, hates dogs and has threatened to shoot any dog that enters his front door. The high point of the comic fantasy comes when incredulous police find themselves chasing a speeding car driven by the shaggy dog. It is our boy, of course, tearing madly after the international spies. Youthful audiences should love this film. Leading players: Fred MacMurray, Jean Hagen, Tommy Kirk.

Family	12-15	8-12
Good	Good	Good

FAMILY

Suitable for children if accompanied by adults

Hey, Boy! Hey, Girl!—Columbia. Direction, David Lowell Rich. A persistent young girl, aided by her parish priest, persuades Louis Prima and his orchestra to make a guest appearance at the annual church bazaar. The proceeds are to go for a camp for underprivileged children. Mr. Prima likes her voice: in fact he even asks her to sing with his orchestra. However, there is a complication in the neglected, rebellious person of her twelve-year-old brother. A student reviewer states, "Actually there's little comedy in the script, yet everything seems funny because the production is so poor." She adds, "May be seen by the entire family if they want an evening of only fair entertainment." Leading players: Louis Prima, Keely Smith.

Family	12-15	8-12
		Doubtful

Ride a White Horse—Lester Schoenfeld Films. Direction, Howard Crump. A short film about a fabulous riding school on a Nebraska ranch, in which each participant (all feminine) owns her own beautiful white horse and is put through a strict instruction in horsemanship. Observed at times on the ranch are chickens, turkeys, doves, ducks, cats, dogs—all snow white also. The film culminates in an exciting graduation performance, climaxed by Roman riding, in which the girls actually stand on their bare-backed horses as they leap over hurdles—guiding not one but two, three, four, and even five horses at a time.

Family	12-15	8-12
Excellent	Excellent	Excellent

This Is London—Warner Brothers. In this short film, narrated by Rex Harrison, a delightful tour through the historic city is enhanced by the droll humor of the commentary.

Family	12-15	8-12
Excellent	Excellent	Excellent

ADULTS AND YOUNG PEOPLE

Al Capone—Allied Artists. Direction, Richard Wilson. A black-and-white semidocumentary follows Capone's life from humble café bouncer to the country's number-one gangster. Rod Steiger



One of the fantastic and amusing scenes from *The Shaggy Dog*.

plays him with authority. He even looks like the shrewd, daring organizer who not only made a big business of liquor and gambling but, working hand in hand with some shady politicians, savagely invaded legitimate business. His major trouble was with other gangs, but eventually his raids, hijacking, and murders aroused the public. In the end the federal government nabbed him for income tax evasion. Good production values. Leading players: Rod Steiger, Fay Spain.

Adults	15-18	12-15
Well produced	Yes	Yes

Assignment Mankind—Produced and directed by John Alexander. A clear and well-knit twenty-eight-minute documentary that describes what takes place during a typical day in the plant of one of the world's great newspapers, the *Christian Science Monitor*. The camera moves deftly in and out of the editorial department, the news room, the composing and press room, and the business and advertising departments as the serious work of creating a newspaper goes on. It travels to places where correspondents are on the job—Washington, Detroit, the U.N., major cities around the world. Everywhere a real effort is made to gather news about the whole life of mankind, not merely its sensational aspects.

Adults	15-18	12-15
Very good	Very good	Very good

The Beat Generation—MGM. Direction, Charles Haas. A pointless and unsavory assemblage of episodes that includes the story of

the "Aspirin Kid," who attacks married women because his father keeps marrying blondes. The policeman husband of one of the women carries on a psychotic search for the criminal. There are some pretty maudlin scenes, which are interspersed with scenes of "beat joints" where lifeless young people sit inertly or waken suddenly to the frenzied activity of the "beat." Louis Armstrong contributes an incongruously cheerful trumpet. Leading players: Steve Cochran, Mamie Van Doren.

Adults	15-18	12-15
Tasteless	No	No

Count Your Blessings—MGM. Direction, Jean Negulesco. Based on Nancy Mitford's *The Blessing*, this elaborately concocted, plushy trifle lacks bite and sharply defined satire. Frosty English Deborah Kerr melts suddenly before the Latin charms of a member of one of France's noblest and wealthiest families. The time being World War II, they are hurriedly married before he goes *batà* to the front. As she waits, like the Greek Penelope, she weaves a rug for him. Months become years, and it grows longer and longer. When he returns, seven years later, he hates the rug. The couple's spoiled young son complicates the business of getting reacquainted, but Maurice Chevalier is understandingly sympathetic as an older relative. Enhancing the brittle proceedings is a lush travelogue of Paris and surrounding country. Leading players: Deborah Kerr, Rossano Brazzi, Maurice Chevalier.

Adults	15-18	12-15
Pretty thin	Same	Same

The Diary of Anne Frank—20th Century-Fox. Direction, George Stevens. A deeply moving, beautifully directed and acted picture. Our bitter foreknowledge of the end adds poignancy to the exquisitely natural performance of Millie Perkins as Anne—a lively, high-spirited, sensitive girl—and the pleasant acting of the boy (Richard Beymer) who becomes aware of these qualities in her. Joseph Schildkraut, the finely drawn father, seems the embodiment of spiritual strength, and Ed Wynn enacts a crusty old bachelor, grumbling about sharing quarters with the exuberant Ann. The story takes place in the small, cramped attic of an Amsterdam spice factory, where two families and the bachelor hide from the Nazis. They manage to endure, sometimes to live, for two and a half years before they are caught. Leading players: Joseph Schildkraut, Shelley Winters, Millie Perkins, Richard Beymer, Ed Wynn.

Adults	15-18	12-15
Excellent	Excellent	Mature

The Great St. Louis Bank Robbery—United Artists. Direction, Charles Guggenheim. John Stix. A painstakingly, if somewhat amateurishly, plotted bank robbery leads to violence and bloodshed when the timing is miscalculated and an alarm bell brings the police. Efforts to give some significance to the events through superficial characterizations cloud rather than clarify the action. Leading players: Steve McQueen, David Clarke.

Adults	15-18	12-15
Matter of taste	Some	Mature

Imitation of Life—Universal-International. Direction, Douglas Sirk. An elaborately bedecked and bejeweled Lana Turner presides over this gilded soap opera, based on Fannie Hurst's novel. A young widow with a small daughter joins forces with a colored woman, who also has a child, to maintain a household. The latter keeps house and looks after the children while Miss Turner does modeling jobs and seeks a stage career. Ultimately she succeeds as an actress. A well-acted subplot has the rebellious, light-colored daughter of the housekeeper attempting to pass as white. Miss Turner's own daughter has problems, too, which bring the mother to her senses and cause her to drop her career. In spite of the hackneyed dialogue and incredibly plushy sets Juanita Moore and Susan Kohner manage to give believable performances. Leading players: Lana Turner, John Gavin, Juanita Moore, Susan Kohner.

Adults	15-18	12-15
Gilded soap opera	Same	Same

House on the Haunted Hill—Allied Artists. Direction, William Castle. Millionaire Vincent Price rents a ghost-ridden mansion in order that his wife may give a "haunted house party." The locked-in guests are to be given ten thousand dollars if they stay alive through the night. At midnight eerie happenings begin. Chandeliers crash; ghost-like characters float down the hall; human heads are discovered in boxes; apelike hands extend; luminous skeletons come out of the wall; and a fuming acid pit in the cellar awaits its appointed victim. All the spooky stereotypes of the past are brought together with technical skill, if not imagination. Leading players: Vincent Price, Carol Ohmart.

Adults	15-18	12-15
For ghost-horror story fans.		Tense for some

Little Island—Richard Williams. A brilliantly drawn, imaginative cartoon that satirically describes what happens when three self-sufficient little men called Truth, Beauty, and Good arrive together on a small island. Their only means of communication is by showing off their own soaring visions, but each blankly ignores the other's creations. Irritated, Good and Beauty start to fight, while Truth keeps score on an atomic blackboard. In the end they are glad to leave their no longer peaceful island.

Adults	15-18	12-15
Brilliant and striking	Mature	Mature

Some Like It Hot—United Artists. Direction, Billy Wilder. A ribald, slapstick farce that satirizes the age of prohibition, including (if you go along with it) the St. Valentine's Day Massacre. Penniless musicians Tony Curtis and Jack Lemmon accidentally see the machine-gun killings and flee for their lives, masquerading as members of an all-girl orchestra bound by train for Florida. Cramped pullman quarters and the presence of Marilyn Monroe, who plays the ukulele in the orchestra, furnish broad humor. At the Florida resort, a paradise of retired millionaires, Jack Lemmon, in his feminine role, unhappily bags one (Joe E. Brown). Marilyn, supposedly in search of a wealthy husband, falls for penniless Tony Curtis. Skillful direction and good acting on the part of Curtis and Lemmon add much to the film's explosive, rowdy type of humor. Leading players: Marilyn Monroe, Tony Curtis, Jack Lemmon.

Adults	15-18	12-15
Matter of taste	Sophisticated slapstick	Matter of parents' taste

Shake Hands with the Devil—United Artists. Direction, Michael Anderson. The Irish battle for independence, which came to a close in 1921, provides rich melodramatic material for the aggressive energies of James Cagney. It also offers a number of interesting character portrayals, which contribute much to the film. The setting is Dublin, and Mr. Cagney, fronting as professor in the Royal College of Surgeons, is the driving force behind a constant series of bloody raids and skirmishes. Although Irish-American Don Murray, World War I veteran and student at the college, is sick of killing, he finds his sympathies increasingly involved. He finally becomes a key figure in the activity. A fast-paced film, staccato in tempo; well-photographed, realistic settings. Leading players: James Cagney, Don Murray, Dana Wynter, Glynis Johns.

Adults	15-18	12-15
	Vivid, fast-moving melodrama	

The Sound and the Fury—20th Century-Fox. Direction, Martin Ritt. Against familiar settings of the stereotyped "Old South" (the crumbling, decadent mansion and ill-kept grounds) a one-dimensional story relates the conflict between a rebellious teenager and her proud, masterful guardian. Several brilliant, complex characters, taken from William Faulkner's novel of the same name, add richness as well as confusion to the story. Otherwise not much of the novel is left. Jason, the guardian, is not mean and shrewd but altruistic, and Yul Brynner is well qualified to fill the masterful-yet-tender role. Joanne Woodward, perhaps unfortunately, read the book, and the overtones of bitterness, loneliness, and fear in her admirable characterization suggest a different, uglier Jason. In the last few scenes she is hard put to reduce herself to the sweet young thing in love who has been only going through the usual adolescent rebellion against authority. Leading players: Joanne Woodward, Margaret Leighton, Yul Brynner, Ethel Waters.

Adults	15-18	12-15
Entertaining	Same	Mature

Taiga—Bakros International Films Release. Direction, Wolfgang Liebeneiner. An unpretentious German story about a woman doctor and the role she plays in a Siberian prison camp, restoring a sense of purpose to men who had given up hope. Ruth Leuwerik is unassuming and natural, a gifted actress in a difficult role. Her gentleness, innate goodness, and tender strength recall to the men their own wives, sisters, mothers, and bring vividly to their minds almost forgotten homes and villages. Settings are realistic; the direction is sensitive and the acting good. English titles. Leading players: Ruth Leuwerik, Hannes Messemer.

Adults	15-18	12-15
Good	Good	Mature

The Tempest—Paramount. Direction, Alberto Lattuada. Beautifully photographed scenes of the imperial court of Catherine the Great of Russia, of Tartar hordes thundering across the frozen steppes where the Cossacks ride, and of a lonely frontier outpost are so colorful and interesting that the story, taken from Pushkin's *The Captain's Daughter*, suffers by comparison. It is a romantic tale of two lovers, a young lieutenant who has been banished from the court and the daughter of the captain of his post. Their hardships start when the peasant

leader, self-styled Czar Peter III, captures and pillages the fort. He is kind to the lieutenant because the young man once saved him from freezing to death, but the officer is eventually accused of treason and put in prison. The girl then appeals to the Queen. Leading players: Silvana Mangano, Van Heflin, Viveca Lindfors, Geoffrey Horne.

Adults	15-18	12-15
Fair	Good	Good

Thunder in the Sun—Paramount. Direction, Russell Rouse. A group of Basques, carrying precious vine leaves from the grape fields of their homeland, cross the American continent in covered wagons under the leadership of a hard-bitten guide (Jeff Chandler). He is as surprised as the audience when they insist on attacking a large Indian war party, an unheard-of procedure in frontier country, instead of waiting for the Indians to fall upon them. The traditional Basque battle cry, a blood-curdling mountain yodel, followed by leaps from crag to crag, as the group bears down on the hapless Indians, are something to hear and see. The photography is exquisitely beautiful. Leading players: Jeff Chandler, Susan Hayward, Jacques Bergerac.

Adults	15-18	12-15
Off-beat western	Same	Some vivid violence

Up Periscope—Warner Brothers. Direction, Gordon Douglas. This is another well-photographed, sometimes visually exciting submarine story, in color and on a wide screen, which extols the bravery of its crew during World War II. The thinly contrived plot is secondary. There is the inevitable captain who lives too rigidly by the book and hence alienates his men. There is the popular hero—this time a frogman whose job is to secure an important code from a Japanese island. And there is the inevitable conflict between the harsh and the humane spirit in carrying out a military mission. The acting is competent. Leading players: James Garner, Edmond O'Brien.

Adults	15-18	12-15
Fair	Fair	Fair

Warlock—20th Century-Fox. Direction, Edward Dmytryk. Henry Fonda—stiff-kneed, authoritative, and faultlessly tailored—plays a roving professional gunman of great prestige in the old West. He has contracted with the citizens' committee of the frontier town of Warlock to act as a paid marshal and thus protect the young community from a gang of ruthless cowboys, led by Richard Widmark, who have killed one deputy sheriff after another. Accompanying Fonda on each of his lucrative jobs of establishing peace by outdoing the offenders at fear and force is Anthony Quinn, club-footed professional gambler and hero worshiper. Normally the two men clean up a town in short order and move on, but this time the routine is upset. A long, well-enough-acted but not memorable western.

Adults	15-18	12-15
For western fans	For western fans	For western fans

The Wild and the Innocent—Universal-International. Direction, Jack Sher. Audie Murphy, unworldly mountaineer, takes a load of furs to town to trade for provisions. On the way he meets a "poor white trash" family who have journeyed north for better pickings. One of the dozen or so young 'uns is ragged Sandra Dee, with her blonde hair sticking stiffly out like straw. She attaches herself to him. Our hero drops her off at the dance hall, where she is offered a job. Later, realizing that the dance hall is really a den of iniquity, he rushes back to reclaim the now washed and groomed Sandra—and to find his problems have only begun. There is a warmth and glow to the absurd proceedings that will make the picture fun for the young people. Leading players: Audie Murphy, Sandra Dee.

Adults	15-18	12-15
Light western	Amusing	Amusing

The World, the Flesh, and the Devil—MGM. Direction, Ranald MacDougall. How would it feel to be the only person left alive in the world? Harry Belafonte, who has escaped a world radiation attack by being pinned far underground in a coal mine, experiences the loneliness and challenge of an empty metropolis, New York City. However, Mr. Belafonte is a very self-sufficient person. He soon gets the electric lights going and busies himself with a number of things. Not too long after another survivor appears, a pretty woman. Before they have become acquainted, a second man arrives by motorboat, and the fateful eternal triangle is formed. Will the survivors, the film a little too obviously inquires, resolve their problem by conflict, as of old? Or have they now learned a better way? An interesting, if thinly dramatized and oversymbolized, picture. Leading players: Harry Belafonte, Mel Ferrer, Inger Stevens.

Adults	15-18	12-15
Interesting	Interesting	Interesting

MOTION PICTURES PREVIOUSLY REVIEWED

Junior Matinee

Sleeping Beauty—Children, entertaining; young people, perhaps; adults, entertaining.

Family

Suitable for children if accompanied by adults

The Amo Girls—Excellent.

I Was Monty's Double—Excellent.

Rock-a-Bye Baby—Jerry Lewis fans.

The Sheriff of Fractured Jaw—Excellent.

Seawife—Children, fair; young people, slow; adults, fair.

South Seas Adventure—Children, with interpretation; young people, interesting; adults, very enjoyable.

Tonka—Fair.

Watusi—Entertaining African adventure story.

Adults and Young People

The Affairs of Julia—Children and young people, entertaining; adults, light comedy.

Alaska Passage—Children, no; young people and adults, poor.

The Bandit of Zorro—Mediocre.

The Black Orchid—Good.

Compulsion—A difficult theme holds interest.

The Cosmic Monster—Trash.

The Crawling Eye—Trash.

A Cry from the Streets—Children, tense; young people and adults, good.

The Devil Strikes at Night—Children, mature; young people and adults, good.

Dunkirk—Good.

Edge of Fury—Children and young people, no; adults, well produced.

Escort West—Mediocre.

First Man into Space—Sickening.

Flaming Frontier—Poor western.

Gideon of Scotland Yard—Very good.

Gidget—Children and young people, very enjoyable; adults, fresh and appealing.

Good Day for a Hanging—Good western.

Gunmen at Larado—Children and young people, fuzzy ethics; adults, routine western.

Guns, Girls, Gangsters—Children, no; young people and adults, poor.

The Hanging Tree—Good western.

The Hangman—Western fans.

He Who Must Die—Children, mature; young people, excellent but mature; adults, excellent.

The Horse's Mouth—Children, very mature; young people, mature; adults, excellent.

Hot Spell—Children, no; young people, possibly too mature; adults, extremely interesting.

I, Mobster—Children and young people, no; adults, matter of taste.

In Love and War—Children, no; young people, mature; adults, uneven but engrossing.

Intent to Kill—Children, tense but good; young people and adults, excellent.

La Tosca—Children and young people, for opera lovers and music groups; adults, excellent transcription.

The Last Hurrah—Entertaining.

The Last Mile—Children, no; young people and adults, poor.

Life and Loves of Mearns—Children, no; young people and adults, slight and pretty.

The Lone Texas—Routine western.

Mad Little Island—Amusing comedy.

Man or Gun—Children and young people, mediocre; adults, routine western.

Masters of My Youth—Children, too mature; young people, mature; adults, matter of taste.

The Miracle of St. Thérèse—Children and young people, mature; adults, interesting, unusual subject.

The Mistress—Children, no; young people, mature; adults, excellent.

Never Steal Anything Small—Children and young people, mature; adults, Cagney fans.

A Nice Little Bank That Should Be Robbed—Children, no; young people, mediocre; adults, matter of taste.

The Night Heaven Fell—Children and young people, no; adults, dull.

No Name on the Bullet—Children, no; young people, poor; adults, western fans.

Nowhere to Go—Children, mature; young people and adults, matter of taste.

One Mood, Four Painters—Children, mature; young people, art enthusiasts; adults, interesting.

Party Girl—Children, no; young people, poor; adults, old-fashioned gangster melodrama on a wide screen.

Rally 'Round the Flag, Boys!—Children, no; young people, poor; adults, matter of taste.

The Restless Years—Children, very mature; young people, mature; adults, fair.

Ride Lonesome—Children, mature; young people and adults, western fans.

Senecah the Magnificent—Children and young people, no; adults, Fernald fans.

Senior Prom—Children and young people, entertaining; adults, matter of taste.

Seventh Seal—Children, no; young people, mature; adults, unusual, thoughtful allegory.

The Seventh Voyage of Sinbad—Mediocre.

Sins of Rose Berad—Children, no; young people, mature; adults, excellent of its type.

Those Thousand Hills—Children, no; young people, mature; adults, mediocre.

The Trap—Children, no; young people and adults, tense crime melodrama.

The Twoheaded Spy—Children, mature; young people and adults, well-made spy melodrama.

The Unvanquished—Children, very mature; young people, mature; adults, excellent but slow moving for the restless.

Venusian Express—Good.

War of the Satellites—Mediocre.

Winches of Salem—Children, no; young people, very mature; adults, absorbing tragedy.

Wolf Larsen—Children, no; young people, poor; adults, grade B melodrama.

The Young Captives—Children and young people, unwholesome; adults, matter of taste.

The Young Land—Better than average western.



NOTES from the newsfront



Spinning Some New Theories.—What's a satellite for? One function has already been realized by tiny Vanguard I, which has been spinning about in space now for more than a year. It is helping map makers to correct errors in their charts of the earth. By tracking the path of the still "beeping" space explorer, scientists have located misplaced areas of the earth with remarkable accuracy. For instance, a string of Pacific islands, which were known to be as much as a mile out of position on current maps, is being re-located with an accuracy of about 250 feet. Satellites are expected to make many other important contributions in the years ahead, enabling geodesists to develop new theories about the structure of the earth, the flexibility of its mass, and its little understood gravitational field.

Acclaim to Author and Artist.—*The Witch of Blackbird Pond* (Houghton Mifflin) by Elizabeth George Speare has won the famed Newbery Award for the most distinguished children's book of 1958. This year's Caldecott Medal, which is conferred annually on the illustrator of the most outstanding picture book for children, goes to Barbara Cooney for her illustrations in *Chanticleer and the Fox* (Crowell), adapted from Chaucer's *Canterbury Tales*.

Buggy Trips.—It's not a nightmare; it's a scientific reality: a radioactive mosquito. Army chemists have developed the chemically-minded insects so that their movements can be traced—and with a geiger counter!—and thus their disease-spreading potential can be studied. The insects are fed in the laboratory on radioactive glycogen or radioactive sugar.

Type To Travel?—Secretarial jobs in exotic lands are waiting for young women interested in serving humanity, says the International Cooperation Administration. Some of the posts are in such once-almost-legendary places as Iran, Pakistan, Ceylon, Turkey,

Cambodia, Korea, and Ethiopia. The ICA is in business to help underdeveloped countries, and the secretaries will work for highly skilled professional men on assignment from the United States in agriculture, engineering, finance, public health, or education. Salaries range from four to five thousand dollars a year, plus living quarters. These often consist of apartments that the U.S. government either owns or leases. Where this is not the case, the secretaries receive a quarters allowance in addition to their salary.

The Cars Are Stacked Against Them.—Why were so many students of the Prosser, Washington, High School going downhill? Principal Edwin Anderson did some statistical research on the senior class and came up with the answer: Students owning cars or enjoying the regular use of them included only 11 per cent of those making A and B grades, 33 per cent of C-grade students, and 62 per cent of those whose grades were C-minus to failing. The solution would seem to be: Get those wheels out of students' heads.

Silence Stifles Sniffles.—If colds flourish in crowds, you'd think Londoners would be sniffing more than anybody else. In London subways during rush hours people stand huddled together for long periods. Yet they don't seem to suffer any more than other people from this all too common affliction. L. G. Norman, M.D., chief medical officer for the London subway system, explains it this way: "The British people traditionally do not converse in trains. . . . The closed mouth minimizes the spread of infection."

Comparative Holidays.—How many holidays does a schoolchild enjoy? The answer varies greatly according to what country and even what district he lives in. In the German Federal Republic holidays average seventy-five days a year; in Austria eighty-five; in England and Wales ninety-four; in Canada one hundred and two; in France one hun-

dred and ten. The U.S. gives a lavish one hundred and sixteen days, but is topped by Ireland (one hundred and thirty) and Italy (one hundred and fifty).

May Day Is Child Health Day.—The first of May this year will bring to our minds not only the recurring miracle of spring but the miracles of science and special knowledge that promise every child the best possible chance for a healthy, happy life. The observance will be announced by Presidential proclamation, as in the past.

Fair Exchange.—The United Nations pavilion erected for the Brussels World's Fair was visited by more than six million people before it closed on October 19, 1958. The building will now be put to use by the Belgian government as an educational, scientific, and cultural center.

Your Heart in Your Work.—More than 80 per cent of the victims of heart attacks can go back to work, says Howard A. Rusk, M.D., chief of the department of physical medicine and rehabilitation at New York University-Bellevue Medical Center. "No man or woman with heart disease," he continues, "is really handicapped if he is placed in a job that suits his heart reserve and if he has proper supervision."

Inner Fires.—What shall we do when we've used up all the coal and oil in the earth? Scientists have been puzzling over this question for years. One answer that has already been proved practical is to put the heat of the earth to work turning the wheels of industry. Scientists have suggested that wells might be bored down to where the temperature is about 518 degrees Fahrenheit (twenty-five thousand feet). This would provide us with a natural furnace that would never go out and never need to be refueled. If water were poured into the well, it would immediately turn to steam, which could be used for industrial purposes.

A Personal Note

TO OUR READERS

We often receive with joy and appreciation letters from you, our readers, thanking us for an article or feature or a whole issue of the magazine that you have liked especially well. Now as this fifty-third volume of the magazine nears completion, we extend to you our warmest thanks for your alert and intelligent readership.

To us you are the most important people in the world. You are uppermost in our thinking as we plan every issue. The editors use but one yardstick in judging the worth of an article: Does it deal with *your* needs in a stirring and provocative way? It is you, therefore, who stimulate our best efforts.

That is why we are so grateful when you take the time to write us. Sometimes you comment on a particular article or suggest subjects for future articles. At other times you just share your ideas with us—ideas about some incident or issue affecting the welfare of children. Whatever the reason for your letter, it helps us chart our editorial course.

We are grateful to you for still another reason. As you know, the *National Parent-Teacher* has no paid sales force. Neither is it advertised commercially. It is promoted in the same way that all parent-teacher activity is promoted, through volunteer work. To extend the influence of the *National Parent-Teacher* across America we rely on the corps of magazine chairmen whose efforts have pushed its circulation near the top among educational magazines in this country.

The most powerful force for extending our influence, however, is the enthusiastic reader himself. It is your personal recommendation of the P.T.A. magazine that wins new subscribers. It is your nod of approval that enables the *National Parent-Teacher* to reach more mothers, fathers, teachers, and other friends of children. In a very real sense each new subscription is a tribute from an old and cherished friend.

For your generous tributes this past year we thank you. And because of your staunch friendship we do not hesitate to enlist your help in further enlarging the magazine's service to children and those entrusted with their care. As one of you has said, "Every time I receive my copy of the *National Parent-Teacher* I know that what's in it is sound and trustworthy." If this is the way you feel, won't you please be our partner in promotion? By spreading the good word about the magazine you cannot fail to increase its circulation in your community.

As we view our plans for next year's volume we are confident of deserving your continued faith. Again our thanks and best wishes to every one of you.

—MARGARET E. JENKINS

Chairman, Board of Directors
The National Parent-Teacher

Between One and Twenty:

Guiding Children as They Grow

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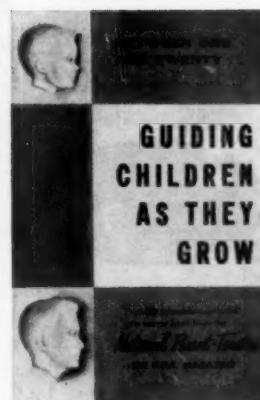
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How can we give him the constant, intelligent help he needs to grow into maturity? To answer this question, we must first understand the child himself—the problems, disappointments, and eager hopes that fill his lifetime from babyhood through adolescence.

This is the purpose of the 1959-60 study courses: to enable each of us who is responsible for a child to learn more about the nature and quality of human growth. Equipped with such knowledge, we can proceed to build a friendlier yet more challenging world for all our children.

A leaflet listing all the topics in the three courses may be obtained from your state office or from the Study Program Division of the *National Parent-Teacher*.

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